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ABSTRACT

Thinking skills in children, effectively developed through reading, were emphasized at this reading conference. Three types of thinking skills linked to reading are: decoding symbols from the printed page, seeking factual meaning through recall; reading interpretively, understanding cause and effect reasoning or seeking the main idea of sentences; and creative-critical reading, examining the author's intent or language or feeling the mood of a story. In this booklet, the techniques and ideas for developing thinking skills and abilities are described in the following presentations: "Personkind, Meaning Maker" by William H. Hoth; "What Is Poetry? Who Cares?" by Sheron Dailey Pattison; "Private Logic in Children's Behavior and Thinking" by Reece Chaney; "Readiness Is a Thinking Process" by Jessica Welch; "The Think Tank of Reading or Is the Barrel Full?" by Robert Pabst; "Thinking Skills and Reading" by Richard Biberstine; "Systematic Approach to Reading Improvement (Sari)" by Geneva Ross; and "Language and Thought: Contributions to the Reading Process" by Eldonna L. Everttts. (JM)

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Proceedings

of the

1975

Fifth Annual

Reading Conference

June 12-13

READING AS A THINKING PROCESS

CURRICULUM RESEARCH
AND DEVELOPMENT CENTER

SCHOOL OF EDUCATION,

INDIANA STATE UNIVERSITY

TERRE HAUTE

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School of Education, Indiana State University

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FOREWORD

Thinking skills in children are effectively developed through reading. A number of reading authorities write about reading on three different levels: recall, interpretive and creative-critical. Roma Gans effectively describes these levels as reading the lines, reading between the lines, and reading beyond the lines. When one decodes the symbols from the printed page seeking factual meaning through recall, one reads the lines. When one understands cause and effect reasoning or seeks the main idea of sentences, one is reading interpretively. When one reads to examine the author's intent or his language or the logic of the selection, or feels the mood of a story, this is creative-critical reading.

The types of thinking skills described were given emphasis and a place of importance at this conference. Techniques and ideas for the development of thinking skills and abilities are described in each presentation. To each of these eight speakers we are thankful for the stimulation which they have given us. We hope that we can provoke the thinking abilities of children more effectively as a result of what they have given us.

To the co-directors of this Fifth Annual Reading Conference, David Waterman and Vanita Gibbs, goes a large measure of thanks for guiding us to a series of meetings with talented people who can help us become more effective teachers of reading. We become more effective teachers when we are able to encourage our students to examine what they read, think, and live so that their lives may be richer and more filled with meaning.

William G. McCarthy
Chairperson, Department
of Elementary Education

Eldonna L. Evertts, speaker, and
William G. McCarthy, Chairperson,
Department of Elementary Education

If I supply you with a thought, you may remember it and you may not. But if I can make you think for yourself, I indeed have added to your stature.

Elbert Hubbard

TABLE OF CONTENTS

OFFICIAL PROGRAM vi

OPENING ADDRESS

PERSONKIND, MEANING MAKER
by William H. Hoth 1

PAPERS DELIVERED

WHAT IS POETRY? WHO CARES?
by Sheron Dailey Pattison 15

PRIVATE LOGIC IN CHILDREN'S BEHAVIOR AND THINKING
by Reece Chaney 23

READINESS IS A THINKING PROCESS
by Jessica Welch 30

THE THINK TANK OF READING OR IS THE BARREL FULL?
by Robert Pabst 35

THINKING SKILLS AND READING
by Richard Biberstine 46

SYSTEMATIC APPROACH TO READING IMPROVEMENT (SARI)
by Geneva Ross 54

CLOSING ADDRESS

LANGUAGE AND THOUGHT: CONTRIBUTIONS TO THE READING PROCESS
by Eldonna L. Evertts 58

READING AS A
THINKING PROCESS

PROGRAM OF
FIFTH ANNUAL READING CONFERENCE

THURSDAY, June 12, 1975

9:30-11:00 a.m. Hulman Civic University Center - Room C

Presiding:
David C. Waterman
Conference Co-chairman

Welcome:
Harriet D. Darrow, Dean
Summer Sessions and Academic Services
Indiana State University

Introduction of Speaker:
Vanita Gibbs
Conference Co-chairman

Speaker:
William H. Hoth, Professor of Education
Wayne State University
"Personkind, Meaning Maker"

1:30-2:20 p.m. - Room A

Sheron Dailey Pattison
"What is Poetry?
Who Cares?"

- Room B

Reece Chaney
"Private Logic in Children's Behavior and Thinking"

- Room E

Jessica Welch
"Readiness is a Thinking Process"

2:30-3:20 p.m. - Room A

Robert Pabst
"The Think Tank of Reading or
Is the Barrel Full?"

- Room B

Richard Biberstine
"Thinking Skills and Reading"

- Room D

Geneva Ross
"Systematic Approach to Reading
Improvement (SARI)"

FRIDAY, June 13, 1975

9:30-11:00 a.m. Room C

Introduction of Speaker:
Loran Braught, Director
Reading Workshop

Speaker:
Eldonna L. Evertts
Associate Professor of Education
University of Illinois
"Contributions of Language
and Thought to the Reading
Process"

Professors Virginia Mitchell, Claudia Baxter, Millie Vaughn and Vanita Gibbs chat with William H. Hoth, speaker.

Language is the dress of thought.

Samuel Johnson

PERSONKIND, MEANING MAKER

William H. Hoth

Dear Reader:

What follows were originally "remarks." They were meant to keynote a summer conference, set a tone, get teachers reflecting about what they do.

Later, taped and transcribed, the remarks were converted to print, to be looked at. If you try listening as you read, you may find it easier to follow.

I would like to begin with ground rules. It has always been part of morality in America -- we are supposed to be decent to each other. It is basic to our religious background. But now by law, you are not supposed to mistreat people. You are not supposed to call women *birds* or *chicks* or *gals* or *you gals*, or say "Go get the coffee"; or "You wouldn't understand this because it's logical," or any of the other hostile things that we, in the other sex, get accused of having said all the time.

My title uses *personkind*; a non-existent word. Everything I have ever studied about persons is called *mankind*. Teachers talked about the "history of man" and "in the long view of mankind's perpetual move toward"....and we always assumed they meant women. Well, that's all changed in the last 10 to 15 years. We have had a revolution. And now have new reasons for not offending people. So how do you lay down a rule in which you believe, knowing it may offend someone? Therapists advise that you go ahead and state your conviction. So here goes.

I can give you 10 reasons for not smoking. I won't bore you with them. But it would please me if you didn't smoke while I was with you. I am glad to be here. I learned so far--the name of this place is Terre Haute to rhyme with boat; it is not "Terra Hot." But on to my topic. I read in the *New York Times* that Mrs. Frankfurter died at 86. Her husband was a Justice in the Supreme Court and one of the most articulate spokesmen of the Court. His wife was supposed to be terribly bright and was said to be the leveler that kept him from going off the deep end. She was asked about his speechmaking. She said, "He had two mistakes: (1) he digresses often, and (2) he comes back to the point." Your point, the title of this conference, is "Reading as a Thinking Process." I'd be happier if it were "Reading as a Thinking and Feeling Process." Thanks to Mr. Bloom, we have the taxonomy of educational objectives in two volumes, one called "cognitive objectives" and the other "affective objectives." And what it means is, thinking and feeling. Despite the fact that in the preface Bloom wrote, "I do not intend to suggest that these are separate things." Despite that, all kinds of people in America and mainly teachers have gone right ahead and acted as if they are two separate things. Because after all, they are printed in two separate books. So they must be two separate things. As a result, we have people telling me that it's time now for the "affective" part of the curriculum, as if somehow there wasn't any feeling going on during arithmetic or during phonics or during physical education or lunch hour. I am a great friend of trying to look at education so that we keep what is called cognitive and affective related and I am going to be talking about that this morning.

Some of you have heard about Ken Goodman, one of my colleagues. If you don't know about his work and if you are just starting out in education, let me alert you to his name. He has been thinking about the reading process for about 12 to 15 years and alerts teachers to look at reading in its relationship to knowledge about how people learn language. All of us learn language before we ever come into contact with any

formal instruction. That is, we learn our language at our "mother's knee and other joints" (thanks, Don Lloyd) and all of that learning is for one of the most complex experiences we ever have. Much of what Goodman has been doing is to look at all that learning that occurred "naturally" and see what kinds of insight we can take from there as we introduce children to reading and writing. One of the specific outcomes Goodman has found is that sometimes children, in making what are called mistakes in reading, are bringing to the reading process not just differences in sound, not just different dialects, but also other matters like differences in grammatical structure, usage, and vocabulary. As we deal with children whose backgrounds are different from ours, we have to be aware that they may have a little different sound system, a little different set of meanings and a little different notion of how grammar works. There is now much investigation in this area related to how we teach language arts and save "divergence" in our population. We all have to figure out how we relate to different groups, as we extend the base of schooling and bring everybody to school.

I teach in Detroit, where throughout the metropolitan area all teachers have to meet this challenge. To deal with that one, as well as others, I ask students what each one will do, next semester, with the newspaper. For I teach a course "Using the Newspaper for Learning." Many of the students are elementary school teachers who use the paper for teaching reading. They invent activities that floor me. I am impressed with the imagination, the color, the stimulation, the motivation. Sometimes I wish I were in third grade so I could play all the games, do all the exercises and have a ball, because it's exciting stuff. But when I ask, Why are you doing that?, What's being learned and how?, I am not so impressed. Last summer one very upset Master's candidate, told me, "You can't ask me that, I already have my certificate." Well, maybe that's part of our role as university professors in the ivory tower to ask why we are doing what we are doing.

Most of you are a lot younger than I am. You know best how your generation approaches learning. In the generation of college students after World War II, there was a bristling, show-me attitude. I recall then, we never let a professor talk for more than about 10 minutes before we would pop up a hand and ask, "How do you know that?" And the profs were pretty sharp and handled our "curiosity" and we were encouraged to ask Why? I don't know about your generation. I taught the silent 50's in upstate New York and lived through the rebellious 60's in Michigan. Some of you went to college in the 60's--Kent State and all that. The marches down Main Street, the pot, and the gay liberation movement and more. For all the drama, there was a lot of closed-mindedness. Some people were deeply upset with what they felt was wrong and there seemed to be no channel to deal with it. The result was anger that erupted all over the place. In classes we had petitions. We still have some of this. Students send letters to the Ombudsman and occasionally "sit-in" in offices.

What is the generation of the 70's like for students? We have had Watergate--a national political example of a widespread phenomenon in America. A rule that says: If you are powerful enough, morality can be set aside. It is not just the phenomenon of a given president or party; it is a major question in contemporary America--about what is true. In fact, it's an old problem. Pontius Pilate sought the answer and we still face the dilemma in our society, affluent, striving and material minded. I am going to deal with it at the end of my talk when I show you some ads. I will talk about language, about whether or not a sentence is a group of words containing a complete thought, a subject and a predicate, and if that is what we are telling children and they find other evidence in magazines at home, maybe we are in trouble. And, if there is time, I'll note even broader moral problems in ads.

There is evidence now that two sides of the brain operate. Those of you who are trying to take notes, I wish a lot of luck. Because I have been told that I cannot be taken notes on easily--which is a nice sentence--and part of that reason is that I like to set up an idea and then shadowbox it. I defend myself: Margaret Mead lectures like that and Marshall McLuhan lectures like that in Canada. Ciardi, a poet-critic for the *Saturday Review*, lectures like that often, and much dramatic activity starts that way.

The people who use outlines are coming out of the left-hand side of the brain. That's the recent research. There have been two articles lately; one in *Saturday Review*, one in *Media and Methods*. Both deal with the research that is coming now into the popular educational world, the research that indicates that there are two sides of the brain left and right, and that they have different functions. Much of this research came from the study of left-handedness and some of the problems that people get in who come at writing differently.

The left-hand side of the brain for most of us is the cognitive side; it is the sequential, chronological side. It helps us order things in rows--read plane schedules, have A and B in our outlines, take notes and have things tidied up. The other side of the brain is in charge of metaphor and analogy, intuition and imagination. Some people, particularly in media, aesthetics, humanities and the arts are screaming--more right side of the brain! More metaphor; more analogy; more coming together, more weeping and gnashing of teeth, more prayer, more feeling. And that's not bad.

And then the other people say,That doesn't build bridges. That don't sell cereal, etc. So you have two points of view. What's this got to do with you as learners? If you're coming out of the left-hand side of the brain basically, there is a good chance that you like everything in neat order and that you would like it to march right along so you can take notes. I have been told, in various student evaluations, that that doesn't work with me. It has not always been reported constructively in sweet, dulcet tones. So, if you are a little put off wondering what's he talking about, that is the reason--you've got to get

over on the other side of your brain and call on it a little bit and let your intuition hang out. If you do, you may grab the general gist of what I am going to say. I will try to say it neatly and cleanly for those who want to write down a sentence or you can buy the proceedings and see if in reading it, it makes any sense.

I was going to talk about *delivery system*, which seems to me to presuppose a package load that can be conveyed or shipped. I don't think that's how learning is. How do you think learning is? Some of you probably are at that point in your study where learning is whatever it says in the book learning is, and that's a good start. But I invite you to think about what learning's really like in terms of your own experience.

Have you learned anything lately? I learned at 46 years old to use dental floss from a dentist who was a compulsive teacher. I thought he was an idiot, and I said, "I'm too old for dental floss," and he said, "Shut up and pay attention." I learned then to use dental floss but I recall when I went to college, we had a fellow who used dental floss--I was 24 years old. Had teeth that could bite pizza--anything, apples without coming out with the apple. I used to laugh at this fellow using the floss. But my dentist twenty years later insisted I learn it so that my children would see it as a model for the care of their teeth. I remember specifically learning and I remember why I learned. He convinced me that there was motivation for this act.

I've had hundreds of such experiences about learning. I wrote a term paper in college on the labor movement in the United States. My grandfather was a labor organizer. It never occurred to me when I was coming here that this is where Eugene Debs is from. But now I'll never ever forget it because I finally had the experience when somebody said Eugene Debs in my ear. That's how I learn. By having it happen to me. For me, learning is participation. We as learners reject what isn't useful. Later when we need it, we come back.

That's what the whole continuing education thing is about. I had seniors in college come to me who got jobs as coaches in Long Island. I had them originally as freshmen. They said, "Hey prof, you had some tips about speaking and writing in that freshman course. Can you give them to us in a hurry?" Not until they were seniors did they realize that they had to give a Monday evening talk to keep parents on their side. When do you learn? What about your students? How do we teach so that the experience seems here and now? How do we make sure there's *meaning* in our activity? I am not talking about vocabulary lists and I am not talking about the use of the dictionary. I am talking about conducting ourselves with children, adults, whoever it is that we work with, in such a way that our activities always have meaning.

Five little stories make the point.

(1) The first is a stupid one about my own behavior. I have three sons; one learned to read reading comic books, the middle one I am going to talk about and the third learned to read watching TV. The middle boy had trouble so I was going to help him with reading, using the Bloomfield-Basehardt text with "can, ran, tan." The child is supposed to learn that the initial consonant structure varies and you keep the vowel structure the same; and then the other way around --pot, pat, pet--where you change the vowel and keep the consonants the same. I was drilling him on it at home. After about 20 minutes of sweat on both our parts, he looked at me very lovingly and said, "Dad." I said, "What?" "Are there any stories in the back?"

(2) In 1972 I had a principal in one of my classes whose school purchased a programmed textbook on cassettes. It wasn't really a textbook; it was a sound thing that was tightly programmed. Put out by people who felt that you should control learning. The teacher was not allowed to answer questions or help anybody. It started out with beep tones on the cassette--"beep, beep, bop." The children had a worksheet. When it said "bop," they were to make a slash. It was based on the best we know about how rats learn. What happened was that this supervisor went to school one day and the teachers were all excited. They called him over because 10 or 12 little girls from the class were hiding, huddled together in the girls' toilet.

(3) One school in metropolitan Detroit in this age of enlightenment has made an item analysis of the Iowa test. It has identified, for each child, a specific set of specific skills on control of sibilants, initial sounds, vowels, etc., and made a diagnostic profile chart and set up stations. A computer analyzes how much exposure is needed by which child on which item. There is an "S" station, a "M", "P", etc. At this school, they have a school psychologist who patrols the halls to gather up the children who seem unable to accommodate themselves to this "individualized learning."

(4) In my course in newspaper work, we have exciting ideas. Some come from Canadians. They draw people from appliances in ads. An icebox gets a voice; a stove too. The children write the dialogue. "Burr, it's cold in here. Who shut the door?" "I wish somebody would come in and get a glass of milk so I could read my paper." And the electric knife says, "Cecil, Cecil, Cecil, etc.," and they act it out. It's great. The children speak, look

and move naturally and it's a joy to see and be with them.

(5) And there is a school that has one of the lowest reading scores in the State of Michigan. An all black school in a very run-down neighborhood. There, a couple of teachers are having students make books, taking an initial letter and cutting other words out of the newspaper to teach phonics. They don't have all the money that the computer school does to have an "S" station; they are doing it with the newspaper. And in that room, where these children are having all these phonics, many are on the floor wrestling--that's their response to this exciting activity.

Now, what's wrong? Why would that get me worried? Why would it get anybody worried? I walked into a class at Wayne University the other day and saw a complete lesson plan on the board for the initial sound of "F" with motivation, delivery and assessment and there were experienced teachers in the class with me who were dismayed. Why were they dismayed? Why am I upset? And what have I learned from my son? That is, *if meaning is missing in whatever we do, and specifically in reading, some portion of the student body will be turned off.*

Why is that so? Suzanne Langer, back in 1947, wrote a couple of books, *Philosophy in a New Key* and *Feeling and Form: A Philosophy of Art*. She hypothesized that the search for meaning is almost instinctive. That is, if you leave people alone on a desert island, they will make a meaning out of it. They will try to make sense of it. They are going to say, God doesn't love us, or God chose us, or they are going to say, there is no God and it's nature. But somehow or other, they are going to explain it to each other. They are just not going to behave like a bunch of rats and run around and build huts and see if there is any cheese left. They will do a little of that--they've got to. That's what *Lord of the Flies* is about. Got to have that bunch. But you also have to have the other bunch that makes sense and meaning. If we are going to reach all the students in any kind of activity, we must recognize that at all points in the game, anything we do has to be meaningful.

This is not a new message. Dewey said it. The University in which I work is finally getting around to saying it in academic terms. Here are our new objectives for the training of reading teachers. "All teachers are to understand that comprehension is the essence of the reading act." (It reads a little bit like one of the Ten Commandments.) "Teachers are to understand that reading acquisition is related to language acquisition. Understand that the search for meaning is the motivating force in reading and reading development."

These objectives raise questions for us on how much time can we spend on isolated activities, on dealing with the pieces and parts of reading? How much drill can we have on phonics or isolated vocabulary or isolated anything? How much can the average learner sustain not having anything full of meaning, according to his life? Ask yourself, how much of that can you take?

Then think about how persistent meaning is--in religion, in society, in play, in behavior of children -- the persistent search for role identification. What is it to be "daddy," or "mom." The whole business of sex stereotyping comes up in this context. What do we lead children to believe they ought to expect to be? Just a part of the concern for meaning, which in a sense is the most persistent variable in learning. One of the truths is that if we do not deal with meaning in their school experience, the children that we call our learners are going to go and get their meaning someplace else, and we've got lots of competition.

I'm going to deal with advertising if there is time. A lot of people have intended meanings. That is, we tell the children how it is. Parents are full of intended meanings. The church is full of intended meanings and the American Legion is and all kinds of organized people that intend everybody else to mean what they mean. The other side of the coin is the individual experience of perceiving what the message really means to me.

Carl Sandburg said very wisely, "How come the children always put beans in their ears when the one thing we told them was, don't put beans in your ears." Anybody who has taught more than 10 minutes knows what I am talking about. I used to laugh--I worked in college and we had a department head read the fire drill to us. And he said, "In case of fire I want you to pay attention." He was an alcholic and all the time as he was reading, I thought, oh my God, somebody better grab him if there is a fire.

We have these expressions, "tell it like it is;" "tell it how it is." I have heard English teachers debate whether *how* it is, *like* it is, or *since* it is or whether it is a relative pronoun--yet the important thing is that there is always the reality. I love the expression "in the real world." All kinds of people say to me, *real world*, as if what I do isn't real. I buy and sell, pay more tax than many corporate executives. You know, they are all part of the real world. Dreams are part of the real world; in fact, the whole world of dreaming and feeling may be so much a part of the important world that if we don't come to grips with it, it may be a far more serious problem than the "real" world. Because the problem about how people feel about each other is a problem. Check the divorce rate, check the drop-out rate in schools. There is plenty of evidence that a lot of people don't feel very right. We have transactional analysis, alpha waves, encounter groups, and all kinds of stuff. The whole thing, taken collectively, is a concern for trying to feel better about being. In a world in which all kinds of people are shouting intended meanings at us, each of us has our own individual response.

I like to illustrate this with, "Pepsi has a lot to give." You all know that...OK. Pepsi has a lot to give. The intended meaning is quite clear, is it not? Pepsi gives you youth, joy, frolic and fun, gratification, party-time, good news, good spirit, have a good day! That's the intended message. Buy Pepsi for the good life. What's the scientific,

factual supported-by-evidence analysis of the phrase, Pepsi has a lot to give? First of all, anyone in language arts can tell you there is an undetermined item, because it doesn't say a lot of *what*. Because it doesn't say a lot of *what*, it allows the perceiver to fill in, supported on the tube by picture, movement, color and all that other stuff going into the left side of the brain. They hope to *hustle* or *lay on you* or *intend* or *foster*, whatever word you want, their intended meaning.

But what's the scientific analysis of Pepsi, what's it made up of? Does it give you a lift? Yes, it does. Because there is sugar. So, it is true that you do get a physical pick-up from the sugar. What else do you get? Water. Carbonated. What does carbonated water mean? It means putting gas and bubbles into the water so that it will have an effervescent effect which will fill you full of bubbles and give you that warm feeling. You can also get it from baking soda. To put it simply, one of the things that Pepsi has a lot to give is, gas.

Now, what's your individual response to this? You say, well that's kind of a joke. That's the backbone of the American economy, and we all know that salesmen are never exactly honest, and we don't ask that of them, and we can all tolerate a little bit of distortion of the fact, and that's quite all right. If you don't like it, don't buy Pepsi.

Another possible reading is to take a look at the whole world of advertising, which 25, certainly 50, years ago did not play a major role in a young learner's life. I belong to the generation that can remember when there wasn't television, and that really dates me. Some of you can never remember that time. You may not even believe it. You say, that's like Little Red Riding Hood--you made that up. Honest to God, friends, there was a time in America when there was no television. There was radio, and radio had all the promotions, invented the soap ads...very primitive techniques which the German government used to develop their propaganda.

Do you mind if I look at some ads with you and show you what I'm talking about in terms of language, in terms of feeling. I don't know if any of you would use ads to teach reading, but I'd like you to look at commercial ads that are taken out of magazines. I am in debt to a man named Ferrario, a graduate student at Wayne, who did a project on distortion from a mathematical point of view. He dealt with all the things that are taught in math that are regularly distorted in advertising. I want to deal with the difference between what some people are pushing at us in meanings and the meanings that are real and true for us and whether or not this means anything for us in terms of the pictures in boys' and girls' heads when they come to school, as a result of all the exposure to the media. As a matter of fact, they are in some of your heads, because some of you are products of the television world.

Some people think I should not do this, because I should not question commercialism, but I'm going to do it anyhow. It is my contention that the force of advertising is so strong in America, that it contains a value system that I for one am unhappy with, and I at least would like you to examine it. For openers, the language standards which

we teach in school are not supported in the language of advertising. The language of advertising is accompanied by color and very strong appeal to primitive needs--food, sex, comfort and approval. You've had a lot of speakers tell you that television's got something to do with the reading. I want to suggest that you at least join in and grab some stuff from that world, bring it into the classroom, talk about it, begin to work with students in developing values and critical standards. Maybe they'll end up with minds and maybe they won't, but at least they'll have something that will arm them to work with media experience.

Recently I read that in the next presidential election we will get addressed to our home addresses, letters personalized as to the service station and grocery stores in our neighborhoods which will be computer typed to look like regular typing and they will contain political views. This is already being done in certain magazines where national product ads are inserted locally to make it look as if the product is close by. It's very likely that this whole mass approach is going to be used. I say, in passing, it did not surprise me that Mr. Haldeman's training was at one of the largest advertising agencies in the United States. There is a different ethic in the advertising world. But then again, maybe it isn't different. Maybe we have it in schools. We've got reading reports and for some kids it's not fun at all. We keep telling them reading is fun and we have slogans on the wall that say, "reading is fun" and conferences on "reading is fun." Is it fun? For them? You see, we always have to check out with the individual student's experience. But let's look at some ads.

(Here slides of ads are shown)

(Slide) _____ Margarine--every 15 seconds a Doctor recommends _____ Margarine. Please raise your hand if you believe this. (No one.) Under what conditions could it be a simple, direct statement of truth? If a doctor said every 15 seconds, "I recommend _____ Margarine." The original statement is not true: we all know it is not true. Do all our children know it's not true? Did it cause you to stop buying _____? Is this a lie? Or is this just a little tinkering? Is it OK? (Slide) "Some people use our razor, but not our blade." "They're half right." And, what's the other part of that? They're half wrong, they shouldn't use their razor.

(Slide) "Repairs at no extra charge." Here's a phone that is so well made that when your $250 sheep dog grabs ahold of the wire and pulls it out, he cannot destroy it. Just call on the service man, for a small service charge of $22.50 plus mileage plus toll calls plus overcharge plus utility increases. How many of you have a dog that is likely to bite a telephone cord? We've got one. All right, this talks to you. It is possible that somewhere in America that somebody looks at that ad and says that's true and right. How many of you find the ad appealing? Sure, why? Because Americans like dogs. And the fellow that wrote this ad analyzed various things and found out what appeals to

large numbers of people. They often bring in psychiatrists. The ad is very thought out. What does it mean to us? It means we're dealing with children who have looked at this and have been attracted to the dog and have read the print. And you see down at the bottom it says, "We hear you"? How many of you feel that way about your local telephone office?

Have a happy day! I don't know about you, but when the girl says charge or cash, I look at her and think, how dare you? And then when she says, "Have a happy day," I say, "Same to you and your mother." I mean, what is this, everybody in America thinking that I'm fair game for "have a happy day." I decide whether I'm going to have a happy day. I don't mind an occasional person, wife, child, good student, saying I hope you have a good time, have a nice trip when they sort of mean it. But "have a happy day," now means what in America? Go away, it means, I'm done with you. Next customer. "We hear you." I wonder if we hear you? Notice the simple language, the clarity, the sharpness. Where did "we hear you" come from? From television. It's the kind of short,quick, breezy, touch and run of phraseology that is characteristic of all television commercials.

(Slide) "You can take this shrimp and make a good dinner for two; or a great dinner for 6." Ferrario, who did this project, weighs 210. He says, "Hell, it's not even introductory." Quantities are relative to appetite and size.

(Slide) _____ diapers feel soft as a summer wind, and who would like to put a summer wind on their kid's bottom?

(Slide) Eggs are good for dogs. I conducted this session in Detroit--had a big fight between two women, one of whose veterinarian said, feed your dog eggs because it gives luster and good for the coat and the other woman got up and said, no, it's very bad because it builds up the cholesterol and it does things to the kidneys. We don't know it's true. What are eggs for? In this ad, really. Eggs are good for the people selling the eggs. That's reality.

A teacher told me about an ad, "That ain't good grammar." You tell the children what a sentence is and it has got to have these parts and this is how it works. They are seeing regularly on the tube, in magazines and in the newspaper a different level of language. All I am suggesting we do about it is tell them, not all sentences are alike. *Saturday Review* is full of *but* and *which* sentences and all kinds of sentences in which things begin sentences which I was told never begin sentences with. So, it raises a question about what language is. What with their own eyes and ears they can see and hear. All I am saying is let us tell them what language is in different places. In ads it works like television--breezy, quick, punchy, very little evidence, very little logic, mostly distortion playing upon human need. I suspect that our children need this. I suspect we all need it.

(Slide) "Relieves pain faster--the plain aspirin with less chance of

stomach upset." You all know the research that says aspirin is aspirin and that the secret ingredient in Anacin is caffeine. You all know that caffeine keeps you awake; that is why you drink so much coffee. You all know that it probably correlates with some disease. You make a choice. I am not trying to say we should go out and rub out advertising agencies. I am saying we have got to be critical about all these intended messages because they are going to increase. We are living in a world where everybody is using communication to impose on everybody else a basic meaning. We need to arm against this invasion. It is quite a task.

(Slide) This is a funny one. You may have seen these ads around for buying bulbs or buying trees. Ferrario, the man who did this project originally, is a gardener, a big fellow and a very warm human being. This ad really turned him on because he sent for this and the tree was 11 inches high and he was thinking of looking out the back window, you know, beautiful thing with birds and it says in the instructions, "if properly cared for will obtain this height (8 ft.) in 30 years." They forgot to put it in the ad.

(Slide) There you go, you've got to break some eggs to make real mayonnaise. What's mayonnaise? Anybody, man or woman, of what is mayonnaise made? Oil and eggs. And what is the difference between *real* mayonnaise and mayonnaise? *Real* mayonnaise has eggs. Isn't that wonderful. Depends on how you say it. What is the evidence on _____ mayonnaise? Does it have any additives that aren't too useful to the bloodstream?

(Slide) "Three hours and 30 minutes to make a new frock." I have shown this to my classes. One of the teachers is a seamstress and she said, no, no. Three hours and 30 minutes to read the directions. It is not a lie, because somewhere in America there is somebody who could put it together in three hours--just as in a speed reading course, somebody who can read 2600 words a minute. The trouble is their nails are falling out and they got the shakes--they can read 2600 words a minute but I say, keep them off my patio.

(Slide) "Average 50% off means, of course, that some of the books have almost nothing off, but that some of the other losers like *Everybody's Guide to Looking for Insects in Southern Alabama*, which was a hot seller for last year's Christmas, but is now marked down and so here you have got 50% off. Not quite true. And everybody ought to know a little about distributive means and it shouldn't be a graduate thing. Everybody needs to know it so they won't waste money buying false bargains.

(Slide) When you buy a _____ what you don't see is just as important as what you do, and I won't even comment on it. Now,of course, what they do intend it to mean? That there are all kinds of goodies stuffed in the back. But, what's another truth? Do you know anything specifically about the radiation of _____? -- Is

it one of those that if you have it too close to you, it is an aid to birth control?

(Slide) _____ is extra mild—it has 45% less tar than the best selling filter cigarette, which may have enough tar to kill a rhinoceros and this one is only 45%. Again the shaky standard.

But you don't need any more examples. They are everywhere around you and your students. The world of ads is chock-full of meanings. Some true, some true in the mind but not the heart, some true in sound and rhythm but detrimental to heart, lungs and circulation, some outright false or distorted or incomplete or misleading--ripe subject for teaching reading for meanings and feelings that matter.

WHAT IS POETRY? WHO CARES?

Sheron Dailey Pattison

Several years ago when I first came to Indiana State I had an office that was separated from another office by only a flimsy partition. The arrangement was perfect for socializing and eavesdropping, but less than perfect for working and privacy. My colleague over the partition had a five year old daughter who went to kindergarten at the Lab School. Her name was Christie. Everyday Christie would come to her father's office after school and wait for him. She had been admonished, "Do not disturb Dr. Pattison!" It is difficult, however, when you have to pass right by Dr. Pattison's office; and when, in the noble tradition of Milne's Tigger, you don't really walk--you bounce. And bounce she did with bobbed hair flopping around her ears like ostrich feathers on a parasol, and with a smile so complete it startled her entire face.

So, most days Christie and I wound up chatting about the perils of kindergarten. Then, summer came; then, first grade, new schedules, and I didn't see Christie for several weeks. One day I heard a quiet rustling next door -- the kind of rustling carefully designed so as not to disturb Dr. Pattison while at the same time insuring that she knows you're there. I said, "Christie, is that you?" A small voice replied, "Hello, Dr. Pattison." Long silence. Then, "Dr. Pattison. Are you busy?" "No, not really." And with a bounce that could have propelled her over the partition, Christie beamed through the door announcing with glee: "Guess what! I can read." "Well," I replied, "have you got a book with you?" Her whole body nodded. "Well, then," I continued, "let's hear you." And so she got her book, jumped into the chair, elegantly composed herself and gracefully began, "Run, Spot! Run. Run. Run. Look, Jane. See the dog." Her excitement was contagious. Her delight, spellbinding. I was enchanted. I wanted to take her into my classes and say, "See? That's how to read." But I was also saddened, for I realized that in just another year or two (or ten) all that delight would turn to the drudgery of reading for exams; all that excitement would be masked under an aura of "cool."

For such responses are exactly what I see at the beginning of each semester in my classes. The drudgery and boredom are most evident in students' responses to poetry. A second grader illustrated this attitude precisely when he said, "Poetry is icky. I wish poetry was out of sight. I wish it were out of this world, or at least in Europe." [1]

Author's note:
I wish to thank Millie Vaughn, candidate for the degree of Doctor of Philosophy, for her stimulation and assistance in the formulation of ideas and values for this paper.

Eleanor Farjeon begins a famous poem with the line "What is poetry? Who knows?" Most of my students, however, would tend to reply, "What is poetry? Who cares?"

This paper, consequently, will address itself to two major questions: (1) What causes language and literature to move from a joy to a bore? (2) What can we do to arrest this change or to maintain the excitement?

To return to the first question: What causes the change? I'd like to provide a few examples of abuses of poetry calculated to maim. For example, I have a colleague who teaches fifth grade who uses poetry punitively. If a student misbehaves, the student memorizes a poem as punishment. She chooses difficult poems, also, e.g., "Thanatopsis," "Endymion," and 100 lines of Shakespeare. She thinks she is doing both poetry and the students a favor. Indeed, as a deterrent to crime, memorizing poetry is probably more successful than capital punishment; but poetry becomes synonymous with drudgery for about twenty-five more fifth graders every year.

Other teachers use poetry to drum into small heads "socializing jingles," i.e., little rhymes which teach proper behavior. For example:

People will like you with much ease
If only you learn how to say "Please."

Another example:

Brush your teeth, everyday
And all those cavities will go away.

Brush your teeth, up and down
And you won't have to see the dentist frown.

Now, admittedly we live in a practical society. These uses of poetry have their practical dimensions, but they irretrievably link poetry with drudgery.

In recent years reading scholars have begun to minimize the importance of reading groups. The decrease is fortunate; for they also do little to promote joy. A few years ago, however, reading groups were omnipresent. Anyone over twenty will remember sitting in a reading circle, taking turns. Those of us who were quick demonstrated our skill by reading as fast as possible;and we lay in wait like wolves ready to pounce on any halting or erring reader. Meanwhile,those of us who were slow tried to count ahead so that we could look over our passage in advance. But since the slower readers were often slower in math also, we never could keep up. By the time we had counted the readers and found our place in the book, someone else was reading. So we started over again. Remember? The closer our turn came, the greater the panic; so that when

we were supposed to read, we hadn't practiced in advance and furthermore we couldn't even find our place. Alas.

In either case, for both the quick and the slow, the reading group often fosters smugness and terror, not joy.

Some of these problems are disappearing. But one major attitude still remains at the root of our problem at *all educational levels:* teachers still focus on reading (i.e., on language and literature) as an intellectual activity. We read to "Get the facts," consequently, the affective realm is often overlooked. Please don't misunderstand, I am not saying, nor do I wish to imply, that teaching "Reading as a Thinking Process" is easy or unimportant. I realize that for some teachers and students learning these cognitive skills is an exhausting task. However, as teachers of the language arts we must recognize that the question "What does it mean?" is only the beginning. Equally important are questions of delight: How does it mean? Why does it mean? Dr. Hoth mentioned this morning that he was preoccupied with the question "Why?"--with the right side, the affective side, of the brain. I am urging similarly a balance as well as a relationship between the affective and the cognitive.

One of the major poets of our century, W.H. Auden, was once asked why he was a poet. He replied that he liked to play around with words. But Mike, a third grader, put it more succinctly when he said, "I like the way the words grind together."[2] This is the delightful heart of poetry which children instinctively recognize in nursery rhymes:

Pease porridge hot,
Pease porridge cold.

Pease porridge in the pot,
Nine days old.

Some like it hot,
Some like it cold,
Some like it in the pot,
Nine days old.

A cognitive paraphrase would be, "Certain individuals prefer to eat their oatmeal when its temperature is high, others prefer a low temperature, whereas still others desire both a low temperature and staleness."[3] However, the paraphrase certainly isn't the poem. As this example indicates, nursery rhymes exist to delight. In spite of such books as *The Annotated Mother Goose,* they refuse to be intellectual.

A few years ago a class was discussing Haiku poetry. The teacher read this Haiku:

Friend. That open mouth
Reveals your whole interior.
Silly, hollow frog.[4]

After reading the poem the teacher asked several questions: What is the truth of the poem? Why does the poet choose a frog for the dominant image? Why not a cricket? A penguin? Why does it begin with the word, "Friend?" Who is speaking? Is the speaker a friend? What has happened before the poem? The teacher then read and discussed several other Haiku and ended with this one:

> That snotty urchin, left unpicked
> By either team.
> Ah, the bitter cold.[5]

After reading the poem the teacher asked what "truth" it contained. In an unguarded moment a boy blurted out, "Rejection." Immediately he looked embarrassed, for he had "blown his cool." When he looked up, however, he noticed that the entire class agreed with him. He asked, "Has everyone felt that way?" The class nodded sadly. He replied, "I thought I was the only person who ever felt rejected." Yes, everyone has experienced rejection, but the poet can make us understand.

A favorite saying of children is:

> Sticks and stones
> Can break my bones
> But words can never hurt me.

Perhaps they say it so often because they know it is untrue. Words can wound us deeply. (Bill Hoth, you'll remember from this morning, still can't type!) What label injured you--or still does: retard, fatso, scarecrow, honky? Countee Cullen encapsulated this hurt in the poem "Incident":

> Once riding in old Baltimore,
> Heart-filled, head-filled with glee,
> I saw a Baltimorean
> Keep looking straight at me.
>
> Now I was eight and very small,
> And he was no whit bigger,
> And so I smiled, but he poked out
> His tongue, and called me "Nigger."
>
> I saw the whole of Baltimore
> From May until December;
> Of all the things that happened there
> That's all that I remember.[6]

Who is speaking? Why? How old is the person? How do we know? How do they feel? Why? Why can they only remember being called a filthy name?

It is only when we allow a poem to come at us with full intellectual, emotional, aesthetic, and kinesthetic force that we preserve its value.

Cognitive features are vital but only as a beginning. From this starting point we move to the "art" in "language art."

Now to the second question: What can teachers do to reintroduce or to preserve the joy of language and literature. This morning Dr. Hoth said, "How do we learn? I learn by having it happen to me . . . by participation . . . by taking the new and relating it to the old." The answer is simple: get the children to participate--imaginatively and/or literally--in the act of literature. The answer is simple, but its implementation is difficult. Let's look at this idea of imaginative and literal participation in some depth.

By the phrase "imaginative participation" I refer to the student's ability to project himself into literature that someone else is reading aloud. That "someone else" may be a parent, teacher, classmate, etc. A. Sterl Artley, past president of IRA, in an article entitled "Oral Reading as a Communication Process" provides an excellent example:

> The story goes that a teacher was reading-telling the story of the three little pigs to a group of young children. Apparently she was giving a very dramatic rendition as she said, "The bad, old fox crept up to the first little pig's house, and do you know what he did? He huffed and he puffed (she illustrated) and he blew that little pig's house all to pieces." Whereupon she heard one little ragamuffin say disgustedly, "That damned old fox!" [7]

Reading which stimulates the imagination is "oral interpretation." It demands above all precise, careful preparation. Artley also points out:

> Seldom should a day pass, certainly not a week, without the teacher on any of the elementary levels doing interpretive reading in connection with some event, project, or situation, if for no reason other than to provide an opportunity for children to experience good literature, well read.
> Obviously the teacher must prepare for this reading as meticulously as though he were preparing a presentation before a group of discerning adults. [8]

Winnifred Ward, founder of the creative dramatics and children's theatre movements in the United States, made a similar point: "Only the best is good enough for children!"

"The best" requires preparation, founded on a knowledge of three principles of oral interpretation: (1) a genuine understanding of literature; (2) an enormous desire to communicate this understanding to someone else; (3) an appreciation of empathy as a guide to audience response. Richard Ammon, professor of language arts and reading at Penn State says:

> Reading aloud with expression must be taught. Everyday there are numerous opportunities for oral reading--both by the teacher and the pupils. The teacher should read to her pupils every day, no matter at what grade level. The teacher is the best reader in the room; her reading should represent a model the children wish to emulate.[9]

Most people seem to enjoy imaginative participation, but children--especially children--want to participate *literally* as well. What can we do?

First and most obviously, we can have students present oral interpretations to each other and to other classes. We can provide good models for them to emulate and time to prepare. We can kindle a desire to communicate by asking questions and by leading children to understanding.

Secondly, group reading can be equally beneficial and perhaps more useful to the busy teacher concerned with stimulating 30 children *at once!* My favorite introduction to group work is called "Follow the Leader," a game in which the leader says a phrase and the group imitates it as precisely as possible. This exercise "tunes the ear" and gets children to listen for mood, emotion, etc.,as expressed in pitch, quality, inflection, rate, etc. It's also a pleasant exercise because students can lead, and they can't be wrong! If, for example, a student can't think of anything to say and says, "Help!" or "I don't know!" The group simply imitates that statement.

Once a class is "in tune" they are ready for choral reading. Again, prepare in advance. Don't expect either yourself or your students to get a creative idea on the spot. You may, but in my experience creative ideas are cantankerous devils. They are never there when you need them, but always lolling around when you least expect them. Choose a poem for first attempts at choral reading that demands to be read aloud, not just any old poem--some would rather lie there on the page--choose a poem that stands up and says, "Read me." I recommend "Galoshes" by Rhoda Bacmeister.[10] Last summer a graduate student in the oral interpretation workshop had so much fun with "Galoshes" that she hoped it would rain the first day of Fall classes so that she could introduce it to her third graders.

After work with basic choral reading patterns you can move into more complex counterpoint such as "Hickory Dickory Dock"[11] or "I'm Nobody" by Emily Dickinson[12] or "A Rhyme Is a Jump Rope" by Eve Merriam.[13]

Perhaps the students will enjoy creating and will wish to write their own poems. Our foremost purpose, however, is to stimulate understanding and communication. M. William Harp in an article in *Elementary English* urges:

> We must create an atmosphere that is conducive to children making responses to poetry--only one of which will be "I want to write some poetry."

Above all, we want to get our students inside poetry. I believe it can make a difference.

Meanwhile, I am waiting for the day when I can say to a class, "What is poetry? Who cares?" and be engulfed by a chorus shouting, "We do!"

NOTES

[1]M. William Harp, "Poetry in The Primary Grades," *Elementary English*, 49 (December, 1972), 1172.

[2]Ibid.

[3]Fred H. Stocking, "English Teaching in an Age of Technology," *Word Study*, 41 (February, 1966), 4.

[4]*Japanese Haiku* (New York: The Peter Pauper Press, 1960), p. 33.

[5]*Cherry Blossoms* (New York: The Peter Pauper Press, 1960), p. 60.

[6]Otis J. Aggertt and Elbert R. Bowen, *Communicative Reading*, 3rd ed. (New York: The Macmillan Co., 1974),p. 123.

[7]A. Sterl Artley, "Oral Reading as a Communicative Process," *The Reading Teacher*, 26 (October, 1972), 51.

[8]Ibid.

[9]Richard Ammon, "Reading Aloud: For What Purpose?" *The Reading Teacher*, 27 (January, 1974), 345.

[10]May Hill Arbuthnot, *The Arbuthnot Anthology of Children's Literature* (Glenview, IL: Scott Foresman and Co., 1971) p. 167.

[11]Ethel B. Bridge, "Hickory Dickory Dock: Prelude to Choral Speaking," *Elementary English*, 49 (December, 1972), 1169.

[12]Arbuthnot, p. 211.

[13]Eve Merriam, *There Is No Rhyme for Silver* (New York: Atheneum, 1964), pp. 54-55.

[14]Harp, p. 1176.

Sheron Dailey Pattison, Jessica Welch
and Reece Chaney

Not only is there an art in knowing a thing,
But also a certain art in teaching it.

Cicero

PRIVATE LOGIC IN CHILDREN'S BEHAVIOR AND THINKING

Reece Chaney

Parents and teachers have observed children's behavior, and in their bewilderment scratched their head and asked, "Why in the world would a child do such a thing?" Most have observed children's behavior and were confused by it because they could not see an apparent reason to prompt a child to act as he did. Even though a child's behavior does not make sense and may be totally irrational from almost any perspective, it has meaning and purpose and is logical when considered within the context of the child and his private logic.

If children's behavior is a mystery to parents and teachers, then it is also an equally mysterious problem for children. Adults expect children to know why they behave as they do and also to be able to control their benavior in line with adults' expectations. What is actually the case is that children usually know little about the "why" of their behavior and could not possibly control themselves as adults seem to think.

According to Dreikurs, Grunwald and Pepper[1] behavior is a result of cognitive processes, of ideas, intentions, expectations, and rationalizations. Much of what influences behavior does not function at a conscious state of awareness but rather is involved in an individual system of hidden reasons and goals. "Private logic" reflects the logical nature of one's behavior and also the lack of total awareness (unconsciousness) associated with it. A child's private logic, which is basically unknown to him, controls his decisions and behavior. According to Dreikurs and Cassell, these hidden reasons have developed as a result of several factors which can be understood based on the following five principles of human behavior:

1. Man is a social being and his main desire is to belong. This is true for adults and children alike.

Author's note:

Adlerian Psychology or Individual Psychology, founded by Alfred Adler, a Viennese psychiatrist, has added a unique contribution to the study of children's behavior. Dr. Rudolph Dreikurs, a student of Adler, was primarily responsible for introducing many of the Adlerian concepts in this country. The theoretical framework and conception for this paper rely heavily on the work of both these men.

2. All behavior is purposive. One cannot understand behavior of another person unless one knows to which goal it is directed, and it is always directed toward finding one's place. If a person or child misbehaves then it indicates that he has wrong ideas about how to be significant.

3. Man is a decision making organism. He decides what he really wants to do, often without being aware of it.

4. Man is a whole being who cannot be understood by some partial characteristics.

5. Man does not see reality as it is, but only as he perceives it, and his perception may be mistaken or biased.[2]

A more detailed explanation of some of these basic premises is provided below.

Man as a Social Being

Man is dependent upon his fellow men for love, growth and development. Within the context of social interest, human beings strive to belong, to be a part, to be significant or an equal in the group.

The child's initial experiences takes place in the family. It is here that he first learns and experiences the realities of the group. From the first moments of life the child experiences his environment and begins to formulate his own perceptions, conclusions and reactions concerning his place in the group. Dinkmeyer and Dreikurs were particularly mindful of the family influence when they wrote:

> Each child has an essentially different position in the family and as a result perceives all family events uniquely. The child's place among his siblings plays a significant part in the growth of his character. The competition between siblings leads to fundamental personality differences.[3]

From family experiences come the first ideas the child has regarding himself in the world and ultimately how to cope with it. Interestingly enough, it is at this time also, between ages 3 and 5, that a "life style"--i.e., a characteristic outlook and response to life's tasks--is developed. Future responses, the meeting of needs and one's attitudes toward life, are based on the "life style" of the individual.

Behavior is Purposive and Goal Directed

Children are generally not aware of the purpose of their behavior, but the goal, toward which the behavior is directed, is consistent with the child's striving and life style. The goals of misbehavior reflect the child's private logic. His logic may have led him to the particular goal being pursued and the particular methods and situations through which he implements his plan.

Misbehavior, the most noticeable form of goal-oriented behavior, represents the child's mistaken notions or mistakes regarding how to find his place. Dreikurs and Soltz[4] and Dreikurs, Grunwald and Pepper[5] observed the goals of misbehavior for children and reported them in four categories:

1. Attention getting
2. Power
3. Revenge
4. Display of inadequacy

1. Attention-getting behavior. The child is after attention and obtains it by putting others in his service or behaving so that others will take note of him. An example of attention-getting behavior was seen in Jimmy, who was out of his seat when he was supposed to be completing his assignment. The teacher reacted by telling him to return to his seat and get to work--which he did for the moment. The teacher's response was one of annoyance; the child's goal was to get special notice from the teacher--which he did.

2. Power. When power is involved the child exerts his authority by temper tantrums, refusals to cooperate, etc., and demonstrates that he can be in control. The following illustrates a power struggle between Jane and her mother.

Jane came into the house, picked up some candy and prepared to eat it when mother asked her to put it back since it was time for dinner. Jane refused but mother persisted, took it away and left Jane screaming. Jane refused to come to the table and eat dinner with the family.

Mother by using force experienced Jane's power. Mother's response was one of being defeated or threatened. Jane demonstrated that she can in the end be just as powerful as her mother.

3. Revenge. A child that feels left out, alone, cheated or hurt, has a goal of getting even. In the case of Jane above, her refusals to eat could be seen as revenge. Also, she might have broken the dishes or scattered the food or taken some other drastic measure. Mother's reaction would have been one of feeling deeply hurt.

4. Inadequacy or assumed disability. Both of these are typical responses to discouragement, a feeling of failure and frustration. The child's goal is to be left alone and not bothered. The discouraged child has not been successful in finding his place and ultimately gives up as in the case of Johnny.

Johnny sat quietly in the classroom doing whatever he desired. When the teacher approached him, he seemed not to hear. Regardless of her help or instructions, Johnny's behavior did not change. The teacher's reaction was one of helplessness and hopelessness. No matter what she tried, Johnny did not respond and eventually achieved his goal of being left alone.

Man Can be Understood Only as a Whole Being

All children's behavior can be understood best when considered as part of a greater whole. All behavior has significance and cannot readily be understood in isolation or considered on the basis of individual acts.

Adler was most aware of the "wholeness" of the personality and its contribution to understanding children's behavior:

> Perhaps the most remarkable fact of all is the way in which one must unroll the whole scroll of the child's life in order to understand a single event. Every act seems to express the whole of a child's life and personality, and is thus unintelligible without a knowledge of this invisible background.[6]

The isolation and study of individual acts of children contribute little toward meaningful understanding of behavior. This accounts for the difficulty that teachers and parents experience when they attempt to explain or understand when a child is engaged in undesirable or disruptive behavior.

Perceptions Are the Child's Reality

Objective reality has little meaning with children. A child's subjective reality provides the basis for reacting and for decisions. Children view their environments through glasses tinted with past experiences, private conclusions and subjective judgments. A child's feelings about his environment or a particular situation provides the real basis from which he forms a response and draws conclusions.

A conclusion often arrived at by a younger child is that the older sibling has more privileges, is more in control of his own life and treated with favor. In such cases the younger child treats his perceptions as fact and responds in accordance with his feelings so as to achieve that which is rightfully his. Based on his conclusions, he may respond in any number of ways including being difficult, demanding special consideration or giving up.

In summary, the psychological premises of human behavior above suggest that all individuals wish to belong but do not always perceive that they do or that they are treated fairly. Children's life experiences and their interpretation of them provide the basis for reacting and thinking. Behavior is purposive and consistent with the child's private conclusions and convictions.

The case of Jodi serves to illustrate one child's private logic and resulting mistaken goals which led to problem behavior. Jodi was 7 years old and had two sisters ages 5 and 9. She was described by her mother as being a problem child. "She doesn't ever do what I want her

to do," "She won't try at school and she doesn't do anything at home even when I yell or punish," "She has an excuse for everything and she rarely completes a task."

Mother related that she often became very upset and even ill due to Jodi's behavior. In fact she had "given up" because nothing worked. It was particularly difficult to keep Jodi healthy since she was susceptible to colds and never buttoned her coat even in the coldest weather. Each morning mother reminded her to button her coat--she never seemed to remember to do that herself. Nearly every evening mother complained because the coat was open when Jodi returned from school.

The interview with mother revealed several observations. Even though Jodi was an able child in many respects, she had not been able to find a place in the family. Older sister was mother's favorite and did everything right to mother's satisfaction. She was mother's little helper. The apparent competition between Jodi and her older sister had allowed her to accept an attitude of giving up, of being unable to compete and concluding that no matter what, she would not be good enough. Based on these and other experiences she came to the conviction that the only way to be recognized was to be different. Jodi had become very skilled at being the center of attention and keeping mother busy with her. "I am important and have a place when I am being noticed and have mother's attention" (even if mother is angry and her attention is negative) are mistakes in Jodi's logic. She had made a common mistake in choosing her goal to belong and to be a part. Her private logic, reflecting her earlier experiences, resulting conclusions and mistakes in choosing ways to implement her plan, had led her to undesirable behavior and problems in her family relationships.

Although mother did not understand the purpose of Jodi's behavior, it was not difficult to identify when considered in the context of the whole child. Jodi's unbuttoned coat got mother's attention most effectively. She had achieved her goal and in the process confused and annoyed her mother.

During the interview mother was assisted in understanding Jodi's behavior and her private logic. Mother recounted a week later what transpired between the two of them when she responded to the purpose (psychological significance) of the girl's behavior.

Jodi was ready to leave for school. Her coat was on but noticeably open. "Jodi," mother asked, "did you want me to tell you what to do and remind you to button your coat before you go out?" Jodi looked at mother with a slight grin which grew into a broad smile. She then began to laugh and finally "rolled on the floor." Mother reported that the buttoned coat was no longer a problem.

Mother's response to Jodi reflected the psychological significance of this action and dealt with the purpose of the behavior which allowed Jodi the opportunity to be aware of her goals. Jodi quickly recognized the purpose of her behavior, as evidenced by her smile and laugh. Both

mother and Jodi were now aware and it was relatively easy for Jodi to give up her mistaken goal of finding her place or being significant by refusing to button her coat.

This particular incident reflects only one facet of the problem between Jodi and her mother. The problem will take more time and understanding on the part of both, but the first steps involved in dealing with this difficulty have been taken successfully, as mother confirmed.

Children do have awareness of their behavior at times although they may not understand it totally. It is difficult to find a child who cannot answer when asked by a non-threatening person, "How do you keep your teacher (mother) busy?" Recently while talking with a fourth grade friend about school and his dislike for much of it the above question was raised. Looking at his parents and smiling he whispered, "I'll tell you tomorrow when mom and dad are not around." Later he related, "When the teacher gives directions I don't listen." "And then you say you don't understand or ask questions so the teacher will come back with just you." A smile followed by a "Yeah!" It was very easy to talk when mom and dad were not within hearing. Unfortunately, even though this fourth grade boy knew what he was doing he was not about to help out his concerned mother and frustrated teacher. His understanding was not sufficient to allow him to change his behavior. Their responses and pleadings had been futile because neither understood the purposes of his behavior and could not help him gain the insight needed to change. Besides, he was finding that it worked over and over again.

It is possible with patience and understanding to assist children to understand their mistaken goals and to find more appropriate ways of meeting their needs if one understands the psychological significance of the child's behavior.

Adults can be aware of the goals of children's behavior and can help gain an understanding of their private logic. A compassionate and understanding adult can be most helpful in assisting children to recognize their needs and goals. "Could it be that one way to get mother's attention is to refuse to button your coat when she wants you to?" "Could it be that you misbehave when you want the teacher or mother to pay special attention to you?" "Could it be that you don't pay attention so the teacher will help you?" Such responses can aid children to understand the reasons they are behaving as they do. It was noted earlier that much of the reasons for a child's behavior is not within the awareness of the child--but can be, with help. Children quickly recognize the purpose of their behavior when it is pointed out in a non-threatening and compassionate manner.

Children have an inherent desire to be a part and belong. Their perceptions and resulting private logic sometimes impede their success, i.e., mistaken goals leading to inappropriate behavior. Misbehavior in children has only one different aspect from children who behave and that

is perceptions and resulting conclusions. For behaving as well as misbehaving children the desire to belong is the same; the methods for achieving this and the mistakes arriving out of this striving become the basic difference between the two.

The child's behavior need not be a mystery to adult or child. The key to understanding lies in the awareness of the psychological significance of the child's behavior. The child's experiences, perceptions, conclusions and responses are reflected in his private logic and represent the key to the child's behavior for those willing to observe and seek out meanings.

NOTES

[1]R. Dreikurs, B.B. Greenwald, and F.C. Pepper, *Maintaining Sanity in the Classroom* (New York: Harper and Row, 1971).

[2]R. Dreikurs and P. Cassell, *Discipline Without Tears* (New York: Hawthorne Books, 1974), pp. 8-9.

[3]D. Dinkmeyer and R. Dreikurs, *Encouraging Children to Learn* (Englewood Cliffs, N.J.: Prentice-Hall, 1963), p. 21.

[4]R. Dreikurs and V. Soltz, *Children: The Challenge* (New York: Hawthorne Books, 1964).

[5]Dreikurs, Grunwald, and Pepper, *op. cit.*

[6]Alfred Adler, *The Education of Children* (Chicago: Henry Regnery Co., 1930),p. 23.

READINESS IS A THINKING PROCESS

Jessica Welch

In the life of Jonathan Livingston Seagull as he strove for excellence in flying came the excitement, "How much more there is to living! Instead of our drab slogging forth and back to the fishing boats, there's a reason to life! We can lift ourselves out of ignorance; we can find ourselves as creatures of excellence and intelligence and skill! We can be free! We can learn to fly!"

Then be became outcast. "Jonathan Seagull spent the rest of his days alone, but he flew way out beyond the Far Cliffs. His one sorrow was not solitude, it was that other gulls refused to believe the glory of flight that awaited them; they refused to open their eyes and see. . . . For in spite of his lonely past, Jonathan Seagull was born to be an instructor, and his own way of demonstrating love was to give something of the truth that he had seen to a gull who asked only a chance to see truth for himself."[1]

As I view my life as a teacher, I hope to share my love with children--to show them they can "be free," that they can "fly," too. Also as I grow, I hope, with the guidance of my professors and persons who touch my life, that I can show other teachers the "glory that awaits them" when they attempt to grow in love and understanding of the "freedom to learn."

In approaching my beginning years in public education it seemed that the children always came with the question "Why?" or "Why not?" Like many beginning teachers I felt threatened, but as I looked at the children I realized that I was curious, too. Why not indeed! The years of teaching Headstart had led me to try to hear children's real fears, real hurts, not the surface behaviors. Why couldn't the same be true of middle class children? Of course it was! Using the techniques of William Glasser[2] and Carl Rogers[3] and with increased awareness of Piagetian theories, I began to use a more humanistic style, with the questioning that allowed freedom to answer. Any and all answers were acceptable. From this simple beginning came deeper interest in task analysis. If a child can't complete a task, why not? Let's go back and review the steps. Let's see what's missing or where the lag comes. How does this child learn? Is he a "touchy-patty" child, more sensorially oriented? Or is he more attuned to the nuances of music, of voices, of moods by tone of voice? This self-questioning led me to want some device, some simple material to aid me in assessing the child's developmental skills. A casual observation by a friend led me to Mary Lorton's book, *Workjobs*.[4] This book gave accurate, direct instructions in construction of units of work, using a questioning technique as reinforce-

ment. That really was the incentive for me--to see how one person could dissect the curriculum and remake it to fit the needs of her children. In successive courses in the master's program at Butler University the idea of individualized instruction continued to stimulate and intrigue. For me this took the direction of attempting to set up a six to eight week format of workjobs.

Using the criteria of Bloom's Taxonomy,[5] the behavioral objectives were set up that were necessary, using the curriculum required by the Perry Township School System. At the application level the set-up was to use a "discovery" system as much as possible. Then began a three-month process of making and assembling the workjobs. Many were as per Mary Lorton, but the stimulation of making them gave rise to highly spontaneous ideas of my own. The process allowed me to be creative, to put more of myself into the curricula.

It soon became apparent that record keeping was going to be a major problem. To solve the growing problem of recording, three areas of information were devised:

1. The overall scoring and recording
2. The checking for accuracy
3. The children's own record keeping

In overall scoring two bulletin boards were made containing all the children's names, but color-coded to identify the morning class from the afternoon class. The morning class had a blue board. The afternoon class had a yellow board. It was decided to also give the classes file folders to match the bulletin boards.

The volunteer mothers, who had expressed interest in helping, met two or three times to familiarize themselves with the coding and recording systems. After priorities were established, the individual units were also color-coded and numbered, such as Sets 1-5, blue; Sets 1-10, green; Prereading, red. A skills sheet for recording was made and duplicated for each child. All samples of coded sheets were mounted on a supply chest to afford the mothers the support of the visible information. They set up their own schedules of work times and the dates were mounted on an open space in a four-place Learning Station. The children's files were also placed there.

In dialogue with mothers we discussed the questioning technique as a means of learning and evaluating oneself. We realized it also allowed a child to become less dependent and more self-directed.[6] We arrived at the understanding that each child could be more accurate if we looked at the "surprise" boxes from their point of view--again asking, "How do you see this workjob?" "What do you think you have to do to solve it?" Many children from language-deficient environments need the stimulus of a question to set the thinking process in motion.[7] The creative child usually chooses an area of work because he "sees it as potentially meaningful."[8]

After the children were working well and as the level of difficulty increased, we could see that a child was becoming frustrated. It was easy to say, "You're not very pleased with that work. Why don't you take another you like better?" This allowed a child a choice as well as successful accomplishment of a task. It also allowed mothers to see, via observation, in what areas a child needed support or the return to simpler tasks to develop competence, to avoid frustration which promotes behavior problems. The children's feelings of competence were furthered stimulated by signing "I did it!" cards that were enclosed in envelopes, color-coded to match the units, included with each workjob. It is at this stage that the integration of the child's past successful experiences and school achievements begins to allow them to set goals for themselves.[9]

Each child as he/she grew more capable could also personally refer to the Master Chart for his/her class. Often a child would find his own "excitement" and do two or three workjobs in the open time slot. "His urge to learn sprang from within himself."[10]

In doing some research on the validity of this effort, I found that Lannay in 1965 "in an investigation of the relationship between children's perceptions of themselves and their world while in kindergarten and their subsequent achievement in first grade found that these perceptions gave as good a prediction of later reading achievement as intelligence scores."[11] It was in the area of synthesis that children were observed to move ahead. Several boys and two girls decided to "make up" songs to play on the piano for the other children who couldn't read either numerals or letters. They put colored pieces of construction paper of their own choice on the piano keys from middle "C" to an octave higher. Then they pasted on sheets of paper the colors to match the sequence of notes for the music of a color-coded xylophone. Soon other children could "play" the songs on the piano. A casual sorting unit of animals, among them a dinosaur, led one boy to look for books about dinosaurs in the school library; led me to source people for information about dinosaurs. Other children began to bring in books and personal encyclopedias. Finally the young boy began to paint, draw, model in clay. All the figures were accurate and he knew all the technical terms for them.

BREAK TIME ACTIVITY

Problem solving techniques for puzzles.
Groups of five.
One large envelope per group.
Five single envelopes. One per person.
Listen for directions.

CONCLUDING DIALOGUES BETWEEN CLASS MEMBERS AND ?

Louis Raths identifies fourteen thinking operations in his book, *Teaching for Thinking*, but he does not identify them in order to criticize the curriculum.[12] He does it to help the teacher develop his own curriculum. He believes in involving the learner in the learning

process. So do I. I believe a teacher must also involve herself in the curriculum. It should be a learner/learner contract. The teacher must be constantly aware of the differences between a process and the product. Processes in thought and problem-solving should be more important than products. Many "clever" children can infer that a specific school work of a specific pattern should have a specific answer. But if the process in the work is different each time, the child develops a differing technique to arrive at completion. Differing processes allow a teacher to make more valid evaluative tools in order to measure what she wishes a child to know. Very personally, I believe each classroom should reflect an atmosphere of love and respect for each other as human beings. As the teacher loves and respects each of the children, so too, do the children love and respect one another. I feel that the future of education can only become fully open as the person is open. Greater expectations of successful students can only happen when the atmosphere of the classroom is one of trust and confidence in the child to accomplish what is his unique ability. In order to have a firm awareness of growth, I feel constant self-evaluation should be taken, with occasional evaluative dialogue by other teachers or persons who are as accepting of us as we try to be of the children.

I would like to close with a line from Carl Rogers, "I fall far short of achieving these elements, but to find myself moving in these directions makes life a warm, exciting, upsetting, troubling, satisfying, enriching and, above all, a worthwhile venture."[13]

NOTES

[1]Richard Bach, *Jonathan Livingston Seagull* (New York:Avon, 1970).

[2]William Glasser, *Schools Without Failure* (New York: Harper and Row, 1969).

[3]Carl R. Rogers, *Freedom to Learn* (Columbus, Ohio: Chas. E. Merrill Publishing Co., 1969).

[4]Mary Lorton, *Workjobs* (Racine, Wis.: Addison-Wesley Publishing Co., 1972).

[5]Benjamin Bloom et al., *Taxonomy of Educational Objectives, Handbook I, Cognitive Domain* (New York: David McKay, 1956).

[6]Morris Sanders, *Classroom Questions: What Kinds?* (New York: Harper and Row, 1966).

[7]William Fowler, "The Effect of Early Stimulus in the Emergence of Cognitive Processes," in *Early Education*, ed. Robert Hess and Roberta Myer Bear (Chicago: Aldine Publishing Co., 1968).

[8]Thomas French, *The Integration of Behavior*, 3 vols. (Chicago: University of Chicago Press, 1952-1956).

[9]Charlotte Buhler and Fred Massarik, *The Course of Human Life: A Study of Goals in the Humanistic Perspective* (New York: Springers Publishing Co., 1968).

[10]Evelyn Pitcher, Miriam Lasher, Sylvia Fineburg, and Nancy C. Hammond, *Helping Young Children Learn* (Columbus, Ohio: Chas, E. Merrill Publishing Co., 1966).

[11]William W. Purkey, *Self-Concept and School Achievement* (Englewood Cliffs, N.J.: Prentice-Hall, 1970).

[12]Louis Raths, *Teaching for Thinking* (Columbus, Ohio: Chas E. Merrill Publishing Co., 1967).

[13]Rogers, op.cit.

Robert Pabst, Richard Biberstine and Geneva Ross

We must believe the things we teach our children.

Woodrow Wilson

THE THINK-TANK OF READING, OR IS THE BARREL FULL?

Robert L. Pabst

When I was a youngster, the kids in my neighborhood played a game called "Your Turn in the Barrel." Exactly why one took his turn in the barrel was never quite clear because the rules of the game were never quite clear; but when it was your turn in the barrel, you were the target for the dirt clods, mud balls, the late October hard green tomatoes that never quite ripened, or apples which the other contestants hurled from an outer ring some twenty or thirty feet from the barrel. No one ever threw rocks because he knew only too well that his turn in the barrel might be next. The object while you were in the barrel was to dodge as many of the missiles fired your way while still standing, using the barrel only as an occasional shield.

From an historical perspective, several experts in the game of reading have taken their "turn in the barrel," contributing to the think-tank of reading.

Among the earliest writers to step foot in the barrel was Johann Heinrich Pestalozzi who, in looking upon reading as a synthesis of letters into a spoken word, advocated the ABC method, still used in some of our modern schools despite the fact that as far back as 1838 Horace Mann denounced the method and took his turn in the barrel as a consequence.

Mann concluded that, as a result of the use of Pestalozzi's method, "more than eleven-twelfths of all the children in the reading classes in our schools do not understand the meaning of the words they read."[1] He concluded that pupils do not make sense out of their reading, and that the author's intent and feelings are never conveyed to the reader.

Rudolf Flesch joined Pestalozzi in the barrel in 1955 when he defined reading as "getting meaning from certain combinations of letters. Teach the child what each letter stands for and he can read."[2]

G. Stanley Hall jumped in to take his turn in the barrel in 1886 with his synthetic and analytic methods of teaching reading.

Joining Mann, already in the barrel, Hall favored beginning with whole words but was quick to state that there were differences in opinion and practice as to the most practical of ways. And, like Mann, he viewed reading as "thought-getting."[3]

Along came Edmund B. Huey in 1913 to join Mann and Hall in the barrel, but he went beyond their pronouncements when he wrote, "Until the insidious thought of reading as word-pronouncing is well worked out of our heads, it

is well to place the emphasis strongly where it really belongs, on reading as *thought-getting*, independently of expression."[4] The students' speed in reading, he believed, and his thinking would grow with maturation and the reader's power to assimilate what is read in silent reading practice for meaning.[5]

Around the turn of the century, several champions of the word-whole method and the phrase method led to defining reading "as a process of recognizing printed words by units of recognition or by phrases."[6] The barrel for this approach was crowded with Erdmann, Dodge, and Judd, and Buswell, plus others, who may have done some damage to Huey's idea to read for meaning by the emphasis they gave to reading as a matter of span of recognition, of fixations and pauses, the number of fixations on each line, regressive eye movements, and accurate return sweeps. In other words, reading was concerned mainly with mechanics, or as Huey aptly put it, "an old curiosity shop of absurd practices."[7]

Standing in the barrel from about 1879 until the late 1940's were oculists, reading specialists, inventors, and researchers working on the measurement and evaluation of eye movements in reading. These studies eventually led to the invention and development of the metronoscope, the tachistoscope, and reading films for the improvement of skills for poor readers.

Miles A Tinker, who has engaged in extensive eye-movement research at the University of Minnesota, has come to the conclusion that the speed with which the eyes move is of less importance to productive reading than the mental activity that takes place in the fixation pauses. Tinker further advocates that the emphasis in reading should be upon efficient rather than upon rapid reading. The versatile reader is one who "changes his pace to fit the requirements of the material and his purpose."[8]

Even nationally prominent organizations have danced the "Hokey Pokey" by putting both feet in and both feet out, then one foot in and one foot out, and finally putting their whole "bod" in and shaking it all about as they've taken alternate stances in the barrel. The National Society for the Study of Education in 1925 pronounced three aims in reading: "to master the mechanics of reading, to develop habits of good oral reading, and to stimulate keen interest in, and appreciation of, good literature."[9]

William S. Gray in 1936, in writing for the Thirty-Sixth Yearbook of the Society, presented a new definition of reading: "The reader not only recognizes the essential facts or ideas presented, but also reflects on their significance, evaluates them critically, discovers relationships between them, and clarifies his understanding of the ideas apprehended."[10] Gray continued:

> The Yearbook Committee believes that any conception of reading that fails to include reflection, critical evaluation, and the clarification of meaning is inadequate. . . . This implies that reading includes much that psychologists and educators have commonly called thinking. . . .Since efficient readers do think

about what they read while they are reading it, the teacher should provide needed stimulus and guidance both in securing ideas from the page and in dealing reflectively with them.[11]

Arthur I. Gates took a turn in the barrel in 1949, presenting a new account of the reading process. Wrote Gates,

> Reading is not a simple mechanical skill; nor is it a narrow scholastic tool. Properly cultivated it is essentially a thoughtful process. However, to say that reading is a "thought-getting" process is to give it too restricted a description. It should be developed as a complex organization of patterns of higher mental processes. It can and should embrace all types of thinking, evaluating, judging, imagining, reasoning, and problem solving. Indeed, it is believed that reading is one of the best media for cultivating many techniques of thinking and imagining. [12]

Gates goes on to say that the reader gains more than understanding and contemplation, that he becomes stirred by emotion, he modifies his attitudes and purposes. "Indeed, his innermost being is involved."[13]

Ernest Horn's book on methods of instruction in the social studies reflects much of this same approach. Reading, says Horn, "includes those processes that are involved in approaching, perfecting, and maintaining meaning through the use of the printed page."[14] Horn further recognizes the varieties and gradations of reading and of purposes for reading, methods for achieving understanding, and organizing knowledge in order to be functional. But it is in the symbolic character of language that Horn extends beyond the definitions of those previously in the barrel when he states:

> The author, moreover, does not really convey ideas to the reader; he merely stimulates him to construct them out of his own experience. . . .Any error, bias, or inadequacy in the author's statement is almost certain to be reflected in the ideas formed by the [reader].[15]

Here I am reminded of a story which so aptly illustrates the point Horn makes. It seems a rancher from Wyoming, visiting in Ireland, was riding along a country road when he spotted a farmer toiling in his field. Stopping, he walked over to the fence-row beside the road and asked, "What do you grow in your garden?"

Replied the Irishman, "Well, sir, over in that corner I planted potatoes, and over there a bit of alfalfa for me horse, and here some sod to repair me cottage, and the rest I put in vegetables for me table."

"Why, you haven't even a half acre of land," said the rancher.

"Aye, but 'tis all the good Lord provided, and I'll make do," answered the farmer.

"Back in Wyoming," boasted the cowboy, "I've got a farm so big that I can get up early in the morning, get on my horse and ride off in any direction and never come to the edge of my land by sundown."

The Irish farmer calmly replied, "Sure, and I had a horse like that once."

The significant point here is that teachers cannot assign students a story or require them to read on in the text to answer specific questions and expect learning to take place. Students either parrot back the exact phraseology of the text or slightly disguise the paraphrase, but the student's attitude is more mechanical than thoughtful. Probably the best situation to foster a search for meaning is to urge students to reflect and act upon their own questions. Pre-reading sessions lend an aura of the give and take of ideas, of experiences, and of knowledge, resulting in questions that require the student to order and reorder and retest his own ideas as he later reads.

Mortimer Adler's turn in the barrel gave us the idea that the same skills used in discovering are used in reading: keenness of observation, good memory, abundant imagination, and reason that helps us analyze and reflect. Adler believes that insofar as reading is learning, reading is also thinking. Although the line is hazy, he distinguishes between two types of reading: the kind that is immediately and readily intelligible to us, such as reading newspapers or magazines, and the second kind which is not completely or immediately understandable. States Adler:

> I am not pretending that the job is an easy one. I am only insisting that it is not an impossible one. If it were, no one could read a book to gain in understanding. The fact that a book can give you new insights or enlighten you indicates that it probably contains words you may not readily understand.[16]

If Adler leaves the impression that he overestimates the value of deriving the meaning of a word from other words and underestimates the value of experience, he lays it to rest when he writes:

> What is crucially important...is the basic proposition: All human knowledge arises from the operation of the sense, and most human knowledge goes beyond sense; i.e., has a reflective development.[17]

In reading as a thinking process, the reader manipulates ideas to discover logical relations, or he rearranges logical patterns so that he can reach a conclusion. But first he must have a purpose--questions that need answering. Self-declared purposes serve as directive influences and motivators. To the degree that they are promoted by the facts at hand and the reader's motives, attitudes, and experiences, they are trust-

worthy.[18] They make the reader a student of what he is reading rather than a servant to recitation, as in the case where the teacher gives assigned purposes and ready-made but artificial questions. Having acquired the ability to declare his own purposes, the student develops open-mindedness, responsibility, alertness, flexibility, and curiosity, and it is these purposes that "make the difference between an able reader and an intellectual bungler."[19]

In his turn in the barrel, Thorndike indicated that reading is reasoning or a balance between what the reader finds as he proceeds and his purposes, experiences, and knowledge. He concluded that

> Understanding a paragraph is like solving a problem in mathematics. It consists in selecting the right elements of the situation and putting them together in the right relations, and also with the right amount of weight or influence or force for each. The mind is assailed, as it were, by every word in the paragraph. It must select, repress, soften, emphasize, correlate, and organize, all under the influence of the right mental set or purpose or demand.[20]

In addition to purposes and reasoning being placed in the barrel making judgments is also an essential process. Whatever purposes are to be achieved prepare the way for making judgments in reading, and the purposes determine the kind of judgments to be made.

"The judgment might be a straightforward Yes or No, an estimate, or a decision that is specified only partially and involves evaluating alternative solutions."[21]

In arriving at judgments, facts must be selected and weighed and decisions made that are pertinent and discriminate.[22]

Judgments range in complexity from the simple recognition of fact to the doubtful, when the different aspects or points at issue are not distinctive, when there is controversy in alternate claims, when there is a question about how the claims are to be interpreted or appraised.

Fundamental then to the reading-to-learn process are these three aspects of the reading-thinking process: declaring purposes, reasoning, and judging. But refining and extending ideas is also essential. "Research on concept formation indicates that many people are reluctant to discriminate between the particular qualities of a concept or to sort and assimilate the qualities so that a standard of reference can be obtained."[23]

Good teaching of reading becomes outstanding instruction at this point and makes of the good reader a superior and mature reader.

William S. Gray and Bernice Rogers indicate that the mature reader possesses

> (1) unique characteristics...that predispose him to reading; (2) a focus...of interest...which serves as an inner drive or motivating force; (3) awareness of himself as a responsible group member...; (4) an ever expanding spiral of interest; (5) a high level of competence in reading, which enables him to proceed with reasonable ease and understanding in grasping and interpreting meanings, in reacting rationally to the ideas apprehended, and in applying his ideas with sound judgment and discrimination. [24]

How is reading maturity acquired? Gray and Rogers found, in analyses of their cases, that home background was a contributing factor, but "the amount of schooling was more closely related to competence in reading."[25]

The crucial point on this road to maturity was the point at which reading ceased to be "a mere intellectual exercise of grasping and remembering meanings...it is the point at which reading begins to bring about significant conversions, to make changes in one's core of values, to broaden interests, to open up new horizons, and to provide new and improved ways of thinking about things...the process has become self-generating."[26] Gray and Rogers add that "while little can be done to change the reader's capacity to learn to read, much can be done to stimulate and direct reading activities in order to insure maximum progress."[27]

With this background of what has been provided by the think-tank of the reading experts of past and present, we can turn to the more practical aspects of teaching reading as a thinking process.

It is recommended by most advocates who have taken a turn in the barrel that teachers plan in advance to organize the class into different types of groups to provide equal learning opportunities for all students. Systematic, informal observations of pupils' reading behaviors is a must. A reader cannot be taught how to think when confronted with material so difficult he has to finger point each word or give up in despair. Likewise, advanced, mature readers need their potential challenged with interesting materials.

In setting up the different kinds of groupings in class, the teacher must ask whether concept formation can occur based on the experiential background of the students. In other words, how full is the barrel in the commodity of the group's "referents"? Whenever our family of ten takes the 250-mile trip to Wisconsin, invariably the little ones ask as soon as we reach the first town, "Are we there yet?" Certainly the child who has seen the distance on a road map as only a few inches conceptualizes the distance as being very short.

Secondly, what kind of language development is evident in dealing effectively with ideas? Students usually have little trouble naming and understanding familiar concrete objects, but when it comes to verbalizing an abstraction, they run into difficulty; yet by and large it is with abstractions, mostly verbal, that we think. Good teachers use concrete referents to teach students how to abstract and generalize.

Certain words lend clues to their meanings from the language itself, especially connecting words like *and, but, or, for, although, since,* and so on, and these are taught in their language settings.

Specific terms that refer to number, time, or distance are easily interpreted by readers who have developed concepts of quantity, size, or space; but all of us may have difficulty interpreting indefinite terms like *almost, few, occasional,* and *frequently*. For example, if Nelson Rockefeller is said to have only a few dollars with him, how much does he have in comparison with the few dollars you have with you?

Children need to be made aware of the shifts in meanings of words also. The *New American Standard Dictionary* lists over 200 meanings for the word *run*, for example.

The way language is structured and organized can improve comprehension. An appositive in a sentence, the classification type of clue ("They drank whiskey, gin, and other *spirits*"), and the index type of clue ("The *immigrants* were the Italians, the Poles, the Irish, and the Germans from Europe") may all enhance understanding. Other types of context clues are included in master teachers' strategies to develop thinking.

Until a child understands the total structure of language--grammar, syntax, and logic--he will have difficulty with comprehension. Relationships between phrases, between clauses, modifiers, and other sentence elements are essential to understanding and to logical thinking. Punctuation, too, may be regarded as the highway signs on the road to thinking through reading.

Emmet A. Betts points out that "master teachers have learned that the best motivation for reading is the pupil's inner drive to learn--his questions and other expressions of purpose."[28] It is precisely this motivation that teachers spend the major portion of their teaching time stimulating, and how they do it is important. In directed reading activities, teachers need to plan their strategy to develop interest, word skills, and thinking abilities--"the guided reading of the story."[29]

For individualized reading activities, students need to be provided with assorted books commensurate with their independent reading levels and with books which simultaneously arouse their interests and develop their skills or present new learnings. It is not enough to teach pupils to do literal reading, "what the author wrote"; students need learn to do critical thinking, to *reflect* on what the author wrote.

> In preparing the pupils for reading a selection in a story book, for a study book activity, or for pursuing a major interest in some curriculum area, master teachers guide them into thinking about "what we know" and "what we want to know." The first step assesses their interests, attitudes, and concepts which they take to the activity. The second step heightens interest and establishes clear-cut purposes to guide their thinking. In short, the teacher uses sound tactics for starting the pupils on the road to critical thinking, to the considered evaluation of ideas and concepts.[30]

Once the student has his own purpose and has developed his own questions, he is prepared to find and weigh the value of the information he seeks, and he even evaluates the date the material was written and attempts to find out what he can about the reputation of the author.

With practice students can learn the difference between fact and opinion. "When pupils learn to discriminate between facts and opinions, they tend to do less arguing and more discussing. Equally important," says Betts, "they are better prepared to select information relevant to their purposes."[31]

Since facts are verifiable and opinions are not, students need to learn to analyze what the writer said, whether the statement is fact or opinion, whether the student's question was answered, whether the statement is usable, and whether there are additional aids included for answering questions the student has.

Essential to developing thinking ability is the ability to judge the relevance of statements.

> First, the pupil evaluates relevance of sub-points to each other and to the main points in an outline....Second, he evaluates relevance in visualizing both stories and information: sequences of important events in a story, or experiment, organization of material on maps, charts, slides, etc. Third, he uses relevant facts in solving a mystery, in using the results of an experiment, in making social judgments, etc. That is, straight thinking is required for drawing conclusions from related facts or from cause-effect relationships.[32]

The emphasis in schools today is to teach children how to think. It can be done if their personal experiences can be broadened, and if they use their experiences to solve problems, draw conclusions, judge, develop concepts, and engage in abstracting and generalizing from fact and opinion. But there are far more children who have mastered phonics than there are children who have learned to think, and the sad thing is that in either case they are crippled readers or cannot read at all.

A final word should be said about personality traits of effective teachers, another ingredient that needs to go into the barrel. Recently at the twentieth annual meeting of the International Reading Association, Dr. Delwyn G. Schubert, on the basis of studies showing personality traits of effective teachers, recommended that teachers of reading be employed who enjoy a high degree of good mental health as evidenced by their ability to

> be constructive and encouraging in their comments and not resort to threats, be conversational and friendly rather than tense and stern, cultivate a voice that is original and intriguing rather than prosaic and colorless, possess a sense of humor and not be too serious and too occupied to have fun, be enthusiastic about pupils and teaching, be aware of children's needs, and be a participant in children's activities rather than always assuming the role of director. [33]

As teachers, we need to concern ourselves with a genuine analysis of what schools are for and how children learn to think. Vincent R. Rogers states,

> We have been guilty of ignoring some of the most fundamental insights about how children learn and grow--such obvious and basic notions as the importance of concrete experience in the learning of young children, the significance of a positive self-image or self-concept for all children, the essential wholeness or unity of the learning act, the effects of failure and humiliation on children, the importance of the notion that children learn best when they are interested in what they are learning. If physicians were to ignore ideas as germinal to their work as these are to ours, life expectancy in the United States would be more like forty than seventy.[34]

Whether the barrel is full is a moot point. Suffice it to say that the barrel has been crowded with ideas on approaches to the teaching of reading. Insofar as learning to think is concerned, my turn in the barrel is devoted to the idea that I cannot separate any language activity from thinking since speaking, listening, writing, and reading are all involved with thinking. Besides, with the barrel already so crammed, and with a review of the ideas in it, who wants to get in the barrel next? Not I. I've reviewed the development of the ideas that have gone before and have judged their merits and concluded that the barrel is full enough.

NOTES

[1]Horace Mann, "Second Annual Report of the Secretary of the Board of Education, 1838, in *Life and Works of Horace Mann*, vol. II (New York: Lothrop, Lee, and Shepard, 1891).

[2]Rudolf Flesch, *Why Johnny Can't Read and What You Can Do About It* (New York: Harper and Row, 1955), p. 8.

[3]G. Stanley Hall, *How to Teach Reading, and What To Read in School* (Boston: Heath, 1886).

[4]Edmund Burke Huey, *The Psychology and Pedagogy of Reading* (New York: Macmillan, 1913), p. 350.

[5]*Ibid.*, p. 359.

[6]Russell G. Stauffer, *Teaching Reading as a Thinking Process* (New York: Harper and Row, 1969) p. 6.

[7]Huey, *loc. cit.*

[8]Miles A Tinker, *Teaching Elementary Reading* (New York: Appleton-Century-Crofts, 1952), pp. 15-16.

[9]William S Gray, *"The Nature and Types of Reading," The Teaching of Reading: A Second Report*, Thirty-sixth Yearbook of the National Society for the Study of Education, Part I (Bloomington, Illinois: Public School Publishing Co., 1937), p. 26.

[10]*Ibid.*

[11]*Ibid.*

[12]Arthur I. Gates, "Character and Purposes of the Yearbook," *Reading in the Elementary School*, Forty-eighth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1949), p. 3.

[13]*Ibid.*, p. 4.

[14]Ernest V. Horn, *Methods of Instruction in the Social Studies* (New York: Scribner's, 1937), p. 152.

[15]*Ibid.*, p. 154.

[16]Mortimer J. Adler, *How to Read a Book* (New York: Simon and Schuster, 1940), p. 202.

[17]Mortimer J. Adler, *What Man Has Made of Man* (New York: Ungar, 1937), p. 9.

[18]Stauffer, *op. cit.*, p. 12.

[19]*Ibid.*, p. 13.

[20]Edward L. Thorndike, "Reading as Reasoning: A Study of Mistakes in Paragraph Reading," *Journal of Educational Psychology*, 8 (June, 1917), 329.

[21]Stauffer, *op. cit.*

[22]*Ibid.*

[23]*Ibid.*

[24]William S. Gray and Bernice Rogers, *Maturity in Reading* (Chicago: University of Chicago Press, 1956), pp. 236-37.

[25]Stauffer, *op. cit.*, p. 14.

[26]Gray and Rogers, *op. cit.*, p. 237.

[27]Stauffer, *op. cit.*, p. 15.

[28]Emmet A. Betts, "Reading is Thinking," *The Reading Teacher*, February, 1959, pp. 146-151 cited in *Improving Reading in Middle and Secondary Schools, Selected Readings*, by Lawrence E. Hanfer (New York, Macmillan, 1974), pp. 52-58.

[29]*Ibid.*

[30]*Ibid.*

[31]*Ibid.*

[32]*Ibid.*

[33]Patricia McCormack, "Teacher Personality Affects Reading," *Indianapolis Star*, June 2, 1975, p. 9.

[34]Vincent R. Rogers, "Open Education: Where It Is Now; Where Is It Heading?" *Music Educators Journal* 60 (April, 1974), 8.

THINKING SKILLS AND READING

Richard D. Biberstine

We are living in a world of rapid change and it seems to be changing at an ever increasing rate. The rapidity of change can be seen in the great inventions and scientific discoveries that have come into existence during the present generation. One person suggested that one could see this phenomenon better if we would compress all human existence into a fifty-year period. In this compressed time line we could see the following:

Man stopped being a cave man only 10 years ago.
Five years ago man invented pictorial writing.
Two years ago we entered into the Christian era.
Fifteen months ago the printing press was invented.
Ten days ago man discovered electricity.
Yesterday morning, in this compression, the first airplane flew.
Last night the radio was invented.
At six o'clock this morning television was invented.
Less than 15 minutes ago the first commercial jet liner made its first flight.

One might choose to disagree with the time line presented here, but there is little argument with the fact that our world is changing fast. A few years ago a high school chemistry teacher told a class, of which I was a member, that there were 92 elements. That bit of wisdom is no longer accepted as a valid assumption.

The rapidity of change in our world precludes the possibility of providing our pupils with an adequate supply of facts to face their future. The occupations of some children in the elementary school today have not been discovered at this time. Since this is true it is important for the schools of our society to concentrate on the development of competencies that will be useful regardless of the scientific, technical, social, economic, or political changes that may be forthcoming.

In every society there is a need for abilities in such areas as effective communication, calculation, reading, and thinking. This conference is emphasizing the need for reading-thinking skills.

There are some who choose to separate reading from thinking and place them in two different areas. However, for reading to have meaning, and for reading to bring about understanding, it must be accompanied by an active interaction between the two interrelated skill areas.

One author seems to question this interrelatedness as he writes:

> If the reader can translate print into speech--read it aloud as sentences with normal intonation pattern--and still fails to grasp the idea or relate facts or infer or draw conclusions, then he has no *reading* problem; he has a *thinking* problem, traceable to many possible sources, none of them concerning printed words.[1]

There are others who seem to limit the process of reading to a narrow definition which includes only decoding skills. Rudolph Flesch separates reading from understanding in the following paragraph:

> Many years ago, when I was about 15, I took a semester's course in Czech. I have forgotten everything about the language itself, but I still remembered how the letters are pronounced, plus the simple rules that all words have the accent on the first syllable. Armed with this knowledge, I once surprised a native of Prague by reading aloud from a Czech newspaper. "Oh, you know Czech?" he asked. "No, I don't understand a word of it. I can only read it."[2]

If reading were merely the pronunciation of words without understanding then one could easily go one step farther and divorce reading from thinking. We do not choose to suggest such a separation.

> To think of reading as a thinking process is not a new or novel idea.
>
> As early as 1838, Horace Mann complained that a large percentage of children in reading classes did not understand the meaning of the words which they read. He went on to say that... they do not master the sense of the reading lessons and that the ideas and feelings intended by the author to be conveyed to, and excited in, the reader's mind, still rest in the author's intention, never having yet reached the place of their destination.[3]

Others have recognized the close relationship between reading and thinking and have referred to the reading process as a "thought-getting" process, "reasoning," and other words clearly establishing this connection. Others who have contributed to this idea are Edward L. Thorndike, William S. Gray, Arthur I. Gates, and many others.

After a teacher has recognized the connection between reading and thinking, it then becomes his task to model that type of behavior with his students. If children learn to do what he does, then opportunities should be provided to use reading-thinking activities in the classroom.

The authors of *Teaching for Thinking* have listed a number of thinking activities which serve as the outline for our remarks. They wrote:

> . . . It is suggested here that the elementary teacher develop classroom activities for his students which involve the operations of *observing, comparing, classifying, hypothesizing, looking for assumptions, criticizing, imagining, collecting and organizing data, coding, problem solving, decision-making, summarizing,* and *interpreting*. If children are given daily, some opportunities to compare, criticize, to decide, etc., they will be acquiring experience in thinking which will help them mature.[4]

Some of the thinking operations mentioned above will be used as the major areas of our concern today.

Problem-Solving.

Whether we choose to label it as the "steps of problem-solving" or the "scientific method" the steps are very similar. They are as follows:

1. A clear statement of the problem.
2. Gathering of data related to the problem.
3. Hypothesizing possible solutions.
4. Testing the hypothesis.
5. Evaluating the results.

The solution of a problem often rests in the person's clear-cut perception of what the problem really is. The child who is given opportunity to explore problem areas that he chooses to investigate will learn to use more effectively this reading-thinking activity which will have meaningful application regardless of how the world changes.

A number of years ago while teaching in the upper grades of an elementary school, I was invited to an informational meeting of the local chapter of the American Cancer Society. The group consisted of upper elementary science teachers in the county. The meeting was to disseminate information related to the connection of cigarette smoking to the increased incidence of lung cancer. After an evening of speakers and slides each of us was presented with a packet of materials, and admonished to just present the factual information and let the students draw their own conclusions. One speaker said, "Do not tell them that they should not smoke or make statements that cast reflection upon their parents or relatives." With this challenge, I went back to my classroom trying to think of a way to get the students involved in this project. The factual information was presented and the students did get involved in some interesting discussions. As a culminating activity the students were asked to bring in as many full-page colored cigarette advertisements as they could find in the popular magazines available to them.

In a short time there was a classroom of committees analyzing these advertisements. They were looking for factual information and the type of appeal that the advertisement presented. Each committee had one or more brands to investigate. They very quickly came to the conclusion that statements such as "soothing to the T-Zone" contained no factual information that had any real meaning.

From there they went to the types of appeals presented. Below are just a few of their findings:

1. The boy and girl walking by the rippling brook was an appeal to a person's desire to be liked by the opposite sex. (Salem)

2. The athletes and mountain climbers smoking this particular brand was an appeal to their desire to be a real man. (Camel)

3. Some were identified as an appeal to one's desire for luxury. (Imperial)

4. "The man who thinks for himself smokes Viceroy," was an appeal to the person's intellect or desire for individuality.

Many other appeals were identified and interest was greater than I had anticipated. It was a thrill to watch active groups carrying on their investigation. The level of involvement and the products of their reading-thinking activity was most gratifying.

Children can carry on investigations at a surprising level of effectiveness if the motivation stems from the problem itself.

Observing, Comparing, Classifying.

Very often children fail to perceive items of interest in the things they see or read because they have not had their curiosity stimulated. A question, an observation, or a casual statement can cause cognitive dissonance which requires closure. Questions calling for comparisons, contrasts, or classification can cause some reading-thinking activity that otherwise may be lacking.

Sharing one's observations in a class discussion makes children realize that other children have different perceptions from the same or similar experiences. This gives them the opportunity to compare their observation and thus broaden their focus on the things available to any of the senses.

Matt and Chester were white rats provided by the American Dairy Council. They were fed controlled diets prescribed in both amount and content. The only variable was that Matt received milk in his diet. My

students were to observe the differences that came in this four-week experiment. The rats were watched, weighed, and observations were carefully recorded. The children felt their teacher was allowing them to have fun, but they also learned to be more precise in their observations.

Even in readiness programs children are asked to observe likenesses and differences which lead into comparisons and classification. On one page from a readiness workbook entitled "Which Ones Belong Together?" the children are expected to observe, compare, and classify the pictured items on the basis of common characteristics. This type of readiness material can be more than visual discrimination for it can lead into other comparison activities.

In the same readiness materials, there is a page entitled "Which One Is Really Larger?" This page has pairs of objects that are pictured approximately the same size. As the child observes these objects he must reflect upon the objects and make a judgment about the size of the real thing represented by the pictures. This brings abstraction into the thought process, for the child is expected to compare the size of the objects pictured based upon his past experience.

A third page of this readiness workbook is for the development of auditory discrimination. The child is asked to circle the objects pictured that have the same beginning sound as the picture on the left of the line. The child is expected to recognize beginning consonant sounds and compare them with pictures representing objects that start with the same sound. Although this material does require some thinking on the part of the child, it also points out the necessity for the teacher to find and follow the thought process of the child.

While checking this page the teacher noticed that Bobby had marked all three possible choices as having the same starting sound. As teachers are occasionally obliged to do, this teacher placed a check marked on one item deemed to be incorrect. Bobby, being a bright and brazen "brat" challenged the teacher's marking. The teacher pointed out that the picture on the left of the line was a "mail box." She proceeded to inform him that the three pictures were "nurse," "monkey," and "mittens." Bobby replied, "But I marked it for mother." Then the teacher recalled the fact that Bobby's mother was a nurse. Bobby's answer did not follow the standard pattern but he was correct on the basis of his thought processes. This illustrates a very important point--that a teacher trying to develop thinking should also follow the logic of the child before rejecting an answer.

Collecting, and Organizing Information

All too often teachers expect the child to memorize pre-packaged parcels of information. Some teachers feel they are helping the child to accumulate the things they need to know. The paradox is that the child needs to know the "packaging procedure." Rarely can life's needs

be met by memorized information. Ready-made answers are rarely adequate but the thought processes required to gain answers are needed in every culture at every age in life.

Whether it be a class project, a report or material for a class debate on a current and controversial issue, it should be a real inquiry worthy of the child's endeavor.

An elementary teacher in a class called "vocational guidance" was far ahead of his time in many ways. One of these ways was his manner of giving assignments that required thinking on the part of his sixth grade students. On one occasion he assigned each member of his class to choose a trade or profession that he would like to know more about. They were to read about his profession and then on their own select a person in that profession from the community and make arrangements for an interview. The arrangements were made, and the reading was done. Finally the day arrived and a boy from a home of modest means made his way to a large mansion at the end of the street where a successful lawyer lived. Wearing his blue denims and with a list of questions on a scrap of paper he passed the large Lincoln automobile in the driveway and rang the bell. With very few memories of what was in the report he gave to that sixth grade class he holds many memories from this personally profitable experience. He found that that lawyer had come from a home of modest means and worked for goals that he had set for himself as a young man. After this interview he was less impressed with the wealth and success of this lawyer and more impressed with the warm human qualities he found behind that mansion door. The assignment was to collect and organize information for a sixth grade report. The concomitant learning included more than that sixth grade teacher could have ever imagined at the time, for the sixth grader was encouraged to read and think and evaluate ideas that changed his life.

In a recent issue of *The Reading Teacher*, Russell Stauffer and Max Harrell[5] suggested that teachers initiate a time of reading that would provide individual "self-regulated inquiry type reading." This is in addition to the group instruction. They write as follows:

> . . . Many of the essential reading-thinking skills of the scholar can be more efficiently taught in a group situation. If we are, however, to develop independent learners who are orderly and thorough in their methods of study, we must allow students opportunities for self-regulated inquiry type reading.

This "self-regulated inquiry type reading" should start early in the child's education, even in the primary grades. The reading programs would have from three to six weeks of consecutive reading-thinking activity in which students would select topics, set goals, collect and organize information, make decisions and share results. The time suggested was three consecutive weeks for primary grades and five to six consecutive weeks for intermediate. Between these individualized

sessions of inquiry were two or three weeks of skill refinement in group directed reading-thinking activities.

Stauffer and Harrell conclude their article by stating:

> Excellence in scholarship requires educational procedures founded on an honesty in communication and instructional practices differentiated according to an individual's rate of learning, his interests, his capacity and his maturity. Nothing less than goals, hypotheses, and inquiries of a young student's own efforts will serve as the most honest forum for that student's educational program. The eclecticism of the individualized reading-thinking session seems uniquely suited for such a task.

Decision-Making

Whatever the society of tomorrow may be it will involve decision-making. The child who is trained in a sterile atmosphere of a classroom where all decisions are made by an authority figure will find very little to help him cope with the future. In fact, this type of an atmosphere would prove to be detrimental. If one is trained to accept blindly the pre-packaged decisions of an authority figure it could contribute to the lack of responsible decision-making that permitted the excesses of Nazi Germany, the tragedy of Watergate, and the continuation of "handed-down" prejudices for generations.

The price of accepting information without a reading-thinking examination of the evidence includes the susceptibility to propaganda of all kinds, the gullibility to all financial schemes that confront us and the abdication of our responsibility in the polling place.

Many persons run into serious problems due to inability to make wise decisions based on personally examined facts.

The teacher who gives a child a massive dosage of facts has not provided him immunity from anything, but one who has been trained to skillfully search for and thoughtfully act upon the best available information has been given an effective instrument to meet the challenges of the unknown of his future.

Conclusion

Time would not permit the coverage of even the list of operations listed in the quotation at the beginning of this paper. The teacher of reading has a never-ending task of confronting the child with both oral and printed materials that stimulate thought. As the child is encouraged to interact with ideas, he can be assisted in developing ways of collecting and using new information. This interaction with ideas, whether it be called problem-solving, inquiry, decision-making or some other appropriate label is an arena where the child develops his ability to think about the ideas encountered. If this ability is not applied to the reading process then reading becomes a thoughtless conversion of

symbols to sound. If we are not willing to accept this narrow definition in relation to the end product of reading, we cannot accept it in relation to the process. Theodore Clymer states: "A teacher's definition of reading influences every action he takes in the classroom."

NOTES

[1]James Moffet, *A Student-Centered Language Arts Curriculum, K-13: A Handbook for Teachers* (Boston: Houghton Mifflin Co., 1968), p. 16.

[2]Rudolf Flesch, *Why Johnny Can't Read*, paperback ed. (New York: Harper and Row, Publishers, 1966), p. 27.

[3]Russell G. Stauffer, *Directing the Reading Process* (New York: Harper and Row, Publishers, 1975), p. 7.

[4]Louis E. Raths, Selma Wasserman, Arthur Jonas, and Arnold Rothstein, *Teaching for Thinking: Theory and Application* (Columbus, Ohio: Charles E. Merrill Publishing Co., 1967), p. 34.

[5]Russell G. Stauffer and Max M. Harrell, "Individualized Reading-Thinking Activities," *The Reading Teacher* 28 (May, 1975), 765-69.

SYSTEMATIC APPROACH TO READING IMPROVEMENT (SARI)

Geneva A. Ross

During the latter part of the 1960's and the 1970's the educational literature has made many references to individualized instruction, individualization of instruction, and individually guided education (IGE). Many persons have been involved in projects, many of them financed through federal funds, which have been attempting to develop systems for providing teachers with ways to manage the instructional program to meet the educational needs of each individual within the classroom, and many schools have been implementing programs which are aimed at managing the instructional program of the entire school enrollment.

Several publishing companies have developed systems for organizing instruction which have been referred to as "management systems." Most of these programs contain criterion-referenced tests and worksheets or skill-cards for the use of teachers and students in the individualization of instruction.

The "Systematic Approach to Reading Improvement" (SARI) was developed by teachers in five school districts in northern California through a federally-funded project at the Northern California Program Development Center. Phi Delta Kappa became interested in SARI through its efforts to identify and disseminate innovative programs and is disseminating it as a way to make it known to educators who may want to use it as a system or to use it in any way it may meet their needs.

SARI was developed under the premise that if teachers are to be effective in teaching children how to read they must decide:

1. Exactly what they want children to learn.
2. Who already knows it.
3. How they can teach it to those who don't know it.
4. How to determine when students have learned it.

SARI is a sequential step-by-step reading skills system which is based upon performance objectives and criterion-referenced tests. The system has five purposes:

1. To define and list identified reading skills that, by agreement, are essential for competence in reading.

2. To assess individual pupil's skill development progress by means of criterion-referenced tests related to each skill.

3. To provide a management system to guide grouping for and planning of skill development instruction.

4. To monitor each pupil's progress in the development of specific skills.

5.. To identify methods/media appropriate to each reading skill in the system.

The reading system is divided into four reading strands or main areas: Vocabulary, Word Analysis, Comprehension, and Oral Reading. It contains a minimum collection of reading skills written in measurable terms as 95 performance objectives. It is not to be considered as a total reading program.

Each of the objectives has been identified as a critical reading skill related to a specific achievement level. There are thirteen achievement levels ranging from the pre-reading or readiness level through the eighth-reader level.

The SARI Blueprint shows how the system works. The teacher administers the Placement Test to determine each student's starting point. The student takes the pre-test for the performance objective determined as his starting point. If the student passes the pre-test, the teacher and student record the results on the student's Tracking Card, the Class Profile Chart, and the student's Bubble Chart. Then the student moves ahead to the next pre-test and the next skill activities.

If the student doesn't pass the post-test,he continues other activities in this skill area until he has mastered the skill. Then he takes the post-test again and, if he passes it this time, he and the teacher record the results on the four items mentioned above, and the student moves ahead to the next pre-test and the next skill activities.

One of the strong points of SARI is that it provides for parent involvement. A booklet entitled Parent Information Booklet was prepared to help parents understand SARI's basic features, so they can observe and encourage the progress of their children. The parent booklet contains the 95 performance objectives which are written in a vocabulary which is easily understood by most parents. The reporting slip mentioned above is given to the child to deliver to the parent following the satisfactory completion of each reading objective. The slip gives the number of the reading objective which has been completed and the date of its completion. Parents are encouraged to follow and record their child's progress. Through communication with the teacher, parents may also be kept informed as to which performance objective the child is working on so that they too can assist the child with the specific skill.

Another very important component of the SARI system is the Teachers' Resource File. This resource file is of utmost importance in a school's management system because it assists the teachers in:

1. Organizing what they already have which is usually more important than providing additional materials.

2. Providing a system of organizing teaching materials and procedures.

3. Making teaching materials readily available to all teachers for instruction of students at all levels.

4. Permitting teachers to pool their efforts in a systematic way.

The SARI system provides the statement of the 95 performance objectives for inclusion as labels for the Specific Objectives Folders and directions for setting up the resource file. It, also, provides pre-tests and post-tests for each of the performance objectives except those for oral reading. The manual includes copies of a worksheet and an activity sheet for each of the performance objectives except for oral reading. The activity sheets give directions for the making of games and manipulative devices for reinforcement which will aid in helping the student to master the specific skill. Since the SARI materials are not copyrighted, it is suggested that these sheets be duplicated for inclusion in the Specific Objective Folders.

In addition to the above-mentioned items which are components of the SARI system, the Specific Objective Folders should contain all other available materials such as manipulative reading aids, games, activity sheets, fun sheets, teacher-made worksheets, worksheets from workbooks, novel activities and lists of commercial and teacher-made games which are too bulky to include in the folders. Each teacher in the school contributes samples of his or her teaching materials for inclusion in the resource file. This file serves as a great resource of teaching materials to the upper elementary teacher who may have students who are functioning at a much lower achievement level than the grade to which they are assigned. It enables the teacher to supply the needed instructional materials without having to prepare materials for children who may be working at these or more years below their assigned grade level. On the other hand the teacher who has students working at a more advanced achievement level than that to which they are assigned may find materials to use with these students without preparing them and without asking teachers who are working with students who are achieving at more advanced levels. It is as great a resource to teachers who have students working at the expected level because they, too, may find a collection of additional materials and ideas which will enable them to prepare a greater variety of activities than if they were limited to their own files of materials and ideas.

As stated earlier, SARI isn't a total reading system. Instead, it serves as a management system to aid teachers in managing the instruction

of students in the mastery of the essential reading skills and in providing teachers with a reading resource file. This file makes available a wide variety of materials to be utilized by the students in assisting them to master specific needed skills which have been determined through criterion-referenced testing. SARI may be utilized with any of the various approaches to reading instruction, and it may be used with any reading system or program.

LANGUAGE AND THOUGHT: CONTRIBUTIONS TO THE READING PROCESS

Eldonna L. Evertts

You and I have been looking at neatly plowed fields, contoured farming landscapes, or snow piled in drifts along fence rows for many years and we know very well what each of these looks like. But Jules Voyt, a Swiss photographer with creative insight, took an aerial view of these same fields and recorded on film the delicate portraits of the countryside created by light and shadows to form intricate tapestries. New snow nestling at the bottom of a furrow formed an image of contrasts in geometric patterns. The result is a form of art, quite different than our own mundane, earthy impressions.

At times we become very earth-bound working day after day on the same reading concepts while progress seems slow. But perhaps we could follow Jules Voyt's example and take an aerial view of the reading act and see if we might not find a beautiful and attractive tapestry we never saw before. Perhaps as we work the angle of the sun and the intensity of its rays will help us create a new work of art--a new way to think about reading and the process of reading.

The basis for learning to read that must be developed by the individual child is composed of many furrows--many separate lessons in word recognition, word analysis, comprehension skills, and in sentence patterns. However, *not one* of these is high-lighted in the final tapestry. Ideally each of these necessary skills should become subordinate to the joy and fun of reading on one's own initiative with a concomitant feeling of personal satisfaction.

Reading is not unilateral; it does not operate apart from material to be read, time for the act, a person who can read, and the desire to read by that individual. Reading implies there is something to read and someone who wants to read. The process of reading utilizes a knowledge of language, an understanding of life, previous experiences in reading, and patterns for personal thinking. The individual brings all of these qualities with him as he picks up the daily paper or a new novel to read.

Reading must be regarded as a thinking process. Merely saying aloud a series of words found on a printed page does not qualify as *reading*. Word recognition or word calling is not really reading; it does not fulfill the function of reading. One must be able to recognize the graphic symbols and translate these into language either orally or mentally while at the same time associating meaning with the words. Unless meaning can be associated with words, these words are a blank--a "non-concept." For example, before Helen Keller understood the symbolic nature of

language during that dramatic moment at the well when the water rushing over one hand was equated with the spelling of w-a-t-e-r by her teacher on her other hand, she was able to reproduce the spelling for d-o-l-l but she never associated the symbolic spelling pattern with her own doll so all she had was a game to play. Thus the thought process, the ability to symbolize, is vital to the reading process.

An understanding of the symbolic nature of language on the part of the individual pupil is prerequisite to the reading process itself. When a child first begins to use language during his first years of life, he is taking a significant step toward reading. In a sense, learning to use and understand language is not a pre-reading activity but a part of the reading process itself. The child's language comes with him as he walks up to his teacher--be it grandmother, an older sister, or school teacher--and wants to be shown how to read the storybook he is holding in his hand. The center of the entire process of reading is *language*.

The wise teacher will accept the child's own language as the beginning point for planning instruction in reading. This can be followed by experiences or teaching-learning activities to extend, broaden, and enlarge his command of language. This means that if the child's first language is different from that of the language of instruction, the child should be taught to read in his first language or given the opportunity to learn the language of classroom instruction before beginning actual reading instruction.

Reading is not a singular skill but a process based upon many of the sub-systems of language and, therefore, the ability to understand and use language is of prime importance. Understanding language should not be interpreted to mean that children need a course in linguistics before beginning to read. But it does mean that if teachers and other educators seek the advantage of an aerial view of reading, the sub-systems of language contributing to the composition of the reading design must be explored.

There are a number of sub-systems of language each of which has its own unique input into the reading process. But for the moment, let us look at phonology, morphology, and syntax.

Because writing is secondary, being based upon the oral language, we need to begin with the sounds used in speaking the English language. No language uses all the sounds that the human mechanism can produce; each language is selective of the phonemes it utilizes. English utilizes about 45 (with some variations in specific dialects) distinct sounds signaling units which can be arranged into patterns to form meaningful units of speech. These may be classified as nine vowels, three semi-vowels, twenty-one consonants, four degrees of pitch, four degrees of loudness, and four kinds of juncture.[1] Therefore, in English, we are concerned with only 45 phonemes and the graphic representations of these sounds--letters or combinations of letters, space between symbols, or

punctuation marks. It should be remembered that we do not have a complete system of graphic symbols to give clues for stress, pitch, or juncture as heard in the oral language. But the reader who is fluent in the oral use of language can use these features to give meaning to his oral reading. Linguists have designed symbols to show these intonational features of language in their transcriptions of oral language and these have a scholarly use but are not found in everyday reading materials.

The sounds of phonemes of English are classified as vowels or consonants depending upon how the sound is produced. You cannot write the consonants on paper and neither can you see them because consonants are *sounds*. The vowels are not *a, e, i, o* or *u* because, again, vowels are sounds and these are *Letters*. The letters used in print merely represent or stand for the sounds we hear or use when talking. Spelling patterns are arbitrary and not pronunciation guides, although the sequence of letters may be clues as to what can be expected.

Certainly pupils need a good background of phonology when learning to read. They must be able to recognize the letter symbols and the name associated with that symbol as well as the spelling patterns associated with the various vowel and consonant sounds. To give the child no help in phonology is to have a disabled reader; to give him help in only this sub-system of language is to give him a handicap. Each child needs to have several ways in which to unlock words.

Through an understanding of morphology the pupil is able to take the basic building blocks of language as identified in phonology and to construct words. He understands how words can be formed by using a base plus prefixes and suffixes. An understanding of the history of the English language and from which country various morphological forms originated can often explain obstacles to spelling expectations.

In this sub-system of language, morphology, pupils learn that small changes in the appearance of a given word can mean a great difference in meaning and in the interpretation of that unit of language.

> The walk was covered with leaves.
> There are several walks through the park.
> He walked along the street.
> His walking shoes formed a blister.
> The baby played in his walker.

There is a tremendous economy for learning and teaching time when pupils perceive how words are constructed through affixation. In addition to inflectional and derivational affixes, pupils can find examples of compounds, onomatopoetic construction, clipping (frig or refrigerator), blends (motor and hotel = motel), and acronyms (NASA). English is a living language and, as such, new constructions of words are constantly appearing with new inventions, new exploration, or new discoveries.

English is a syntactical language, that is, meaning is dependent upon the sequence of words that are strung together. Meaning is not in a given word but is determined by the position or slot that word occupies. An example frequently used to illustrate this point is "The dog bit the boy" and "The boy bit the dog." In these two examples the meaning resides neither in the words "boy" or "dog" but in the position or slot that word fills telling the native speaker of English which is the actor and which is the receiver. (If English were an inflectional language, an ending could be tacked on a word to indicate subject or object.)

Syntax, one of the sub-systems of language, utilizes a set of sentence patterns to illustrate the basic forms which can be used to create or to analyze sentences. One common pattern is the NVN, as in "Birds fly home." But more than a single word can fill a slot so compounds can be used as can phrases or clauses. The change from active to passive or the use of the question form "Do" or "Did" involves specific obligatory changes which are syntactical in nature. The expansion of fillers for the slots may have the same basic meaning, permitting the writer of that sentence to make some substitutions for variety of emphasis within a total composition. For example, the subject slot in "They went swimming" could be filled by "The boys" or "Jim and Dean" and the sentence would have the same basic meaning.

Although we want our pupils to use, read, and write elaborated sentences, the aim is not superficial brillance. It is true that the ability to extend sentences and thereby achieve greater length is a sign of maturity but mere length alone does not produce a quality sentence. One way to become familiar not only with elaborated sentences but with much variation of syntax or structure is through the study of literature. The syntactical sentence patterns in written prose are much tighter,condensed,and contain more embedded structures than those found in oral conversations. For example, parenthetical explanations are used infrequently in oral communication but can be used effectively in written form. The careful editing of a written composition makes it possible for the author to produce sentences containing a variety of subordinate constructions.

Unless pupils understand the many variations in sentence patterns through much listening to good literature read well orally by teachers, parents, or others, they will be unable to bring full comprehensive or thoughtful response to these syntactical patterns when they are encountered in reading. Recent research by Carol Chomsky, Frank O'Hare, and others points to the values of listening to variations in language patterns and in writing these patterns.

Meaning or thoughtful evaluation of what is read is not found within the word itself, the sentence, or even the paragraph. Sometimes one needs to read the entire selection before discovering the full significance of a bit of writing or that the author was writing with tongue in cheek. This illustrates two other sub-systems of language that

correlate closely to reading: semantics and rhetoric. Semantics includes not only the meaning of a word at a given moment but the historical development of word meaning, the changes of meaning from place to place, and all the activities and understandings resulting from a study of dictionaries and their constructions. Older pupils are curious about words and can comprehend much about the historical development of English, and especially the changes in language in America accompanying the westward movement and the rise of regional, social, and educational dialects.

Semantics is one approach to gaining a fuller meaning of the words found in a selection while rhetoric aids in understanding the entire selection. When an author writes a selection he has several choices of format according to the ideas he wishes to communicate. A recognition of these formats or literary forms can help a pupil anticipate the type of material he will be reading. The pupil's thoughtful response and expectations will vary as he begins to read a folk tale, legend, fable, adventure story, biography, science fiction story or essay. Likewise an understanding of the format or structure of a limerick, haiku, ballad, written play, or song brings fuller appreciation and meaning to the reading process.

After an author makes the choice of the rhetorical or literary form he wishes to use, he can select other devices to convey his ideas. He might use similes, metaphors, personifications, or hyperboles. Again, after listening to much oral reading by adults from the world of children's literature, children can gain an understanding of these features of language through discussion of stories or through creative drama based upon these selections.

The reader engages in many kinds of reading: musical scores, recipes, mathematical formulae, geometrical symbols, road signs, illustrations, diagrams, sketches, as well as letters printed on paper with ink. Thus a study of graphics becomes part of knowing how to read. The clues on a printed page for the intonational features of stress, pitch, or juncture are limited but all available evidence should be noted, such as punctuation marks, size of print, italics, underlining, or spacing for interpretation.

Learning to read is an on-going process throughout life. As we gain great insights in the many sub-systems of language we increase our competence for reading and our performance in reading. Not only as teachers must we gain an aerial vision of the reading process but we must also help our pupils to rise above each furrow they had to turn at one stage in their development of reading competence and to gain an exalted sense of the joy and appreciation which comes from a real experience with literature. Both teachers and pupils can gain from an aerial view of the reading process.

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[1]Donald J. Lloyd and Harry R. Warfel, *American English in its Cultural Setting*, 1975, p. 60.